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Promoting sense of psychological well-being in teachers through in-service education.

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PROMOTING SENSE OF PSYCHOLOGICAL WELL-BEING
IN TEACHERS THROUGH IN-SERVICE EDUCATION

A Dissertation Presented

By

DIANNE SIRNA MANCUS

Submitted to the Graduate School of the
University of Massachusetts in partial fulfillment
of the requirements for the degree of

DOCTOR OF EDUCATION

December 1977

Education

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IN TEACHERS THROUGH IN-SERVICE EDUCATION

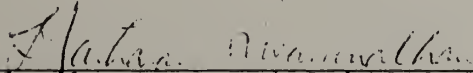
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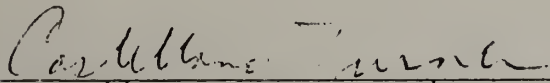
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This dissertation is dedicated to
Jane Louise Fout
and to hard-working, loving teachers everywhere.

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ABSTRACT

Promoting Sense of Psychological Well-Being
in Teachers Through In-Service Education

(February, 1978)

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Directed by: Professor Gerald Weinstein

Most training of in-service teachers focuses on the student and strategies for classroom use. This study, however, suggests that teacher's personal needs are appropriate and important content for in-service education. Using Bradburn's structure of psychological well-being, the balance of positive and negative affect in one's life, this project proposes that sense of well-being can be increased in teachers through in-service courses.

The intervention used to promote well-being was the combination of two courses: Education of the Self, which teaches skills of self-observation and changing dissonant patterns of behavior, and a Survey of Humanistic Curriculum which gives teachers strategies for designing more rewarding learning experiences and relationships in the classroom. A quasi-experimental, one-group, pre-test/post-test design was used in a summer session, college setting. The Bradburn

Measure of Affect Balance was used in assessing well-being and its proposed change. The Levenson Locus of Control was also used at pre- and post-intervention times in order to determine whether a relationship between well-being and locus of control exists, and if the intervention affects locus of control. A subjective evaluation of the effects of the intervention was also used in order to show a cause and effect relationship between the intervention and reported changes in well-being and locus of control.

Analysis of the data indicates that a more internalized locus of control is reported and that more positive and fewer negative feelings are indicated after the intervention. Well-being is found to be correlated with personal power items on the locus of control measure. Sense of connectedness to co-workers is found to be positively correlated with well-being and inversely correlated with negative affect. Subjects reported more acceptance of self and others, increased sense of personal control, and more assertiveness as a result of the intervention on the subject evaluation. Teachers documented positive changes in their teaching as a result of the courses. Limits of the study and implications for future research are discussed in the dissertation.

co-workers was found to be positively correlated with well-being and inversely correlated with negative affect.

Subjective evaluations were gathered from participants two and one half months after the courses. Students were asked to respond in a paragraph(s) to specific questions regarding well-being, personal and professional competence, and locus of control. Respondents reported more acceptance of self and others, increased sense of personal control, and more assertiveness. Teachers documented positive changes in their teaching as a result of the courses. Participants generally reported positive changes in their personal lives as well.

Generalizations are not possible from this research, due to the small population and the lack of a control group; however, results are supportive of the hypotheses and indicate the need for future study of sense of psychological well-being as related to school personnel. It expresses a need for a more appropriate measure of well-being, using Bradburn's work as a basis. The relationship between teacher effectiveness and sense of psychological well-being of teachers must be examined before school systems will support in-service education of teachers in more personally oriented classes. According to this study, the responsibility lies with higher education, to give attention to the teacher as person in curriculum development for undergraduate and graduate programs in education, and to render more substantial research in this area.

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C H A P T E R I

INTRODUCTION

Statement of the Problem

A teacher is a helper engaged in a helping relationship with students. Great demands are placed on the teacher in this relationship to be professionally competent as a diagnostician, prescriber, curriculum specialist, entertainer, counselor and friend. Along with those in other helping professions such as Mental Health and Medicine, teachers face the prospect of becoming "burned-out," of giving from their human reservoir beyond what is healthy for themselves as persons. The research of Carkhuff (1976), and Combs and Purkey (1971) demonstrates the importance of helping the helper, of nourishing the nurturer, but little has been done in school systems to implement such programs for teachers.

Humanistic education offers to teachers as well as students better, more meaningful educational experiences (Weinstein, 1975, pp. 8-11). With reports that teachers may suffer the same symptoms of battle fatigue as soldiers in war time, these invitations are timely. The current difficulty in teaching is supported by the fact that some

major school systems consider certain teaching positions so threatening that persons assigned to these are paid higher wages, commonly called "combat pay." Demands increase, too, with cries for "accountability" from teachers. Although the time seems ripe for humanistic intervention to help the helper, few books have been written and few courses (Dreichurs, 1971) are available to help teachers through difficult times. The Human Potential Movement of the sixties focused on the teacher as person (Brown, 1971), but this focus did not infiltrate school systems. For the most part, teachers seem left to their own psychological survival amidst difficult conditions.

The focus of this study provides the classroom teacher with in-service training in humanistic education which is meaningful and helpful to them in terms of their own psychological health. Weinstein has described a set of criteria for truly humanistic education (Weinstein, 1975, pp. 8-11). Using his criteria to define humanistic in-service training for teachers means that the needs of teachers would be the central data source for goals, content, and processes of in-service education. What do teachers have a need to know? Gordon, the originator of Teacher Effectiveness Training, says that ". . . teachers can never teach and students can never learn as long as the relationship between the two is bad (Gordon, 1977)." Perhaps what teachers have a need to know is how to improve those relationships.

According to Weinstein, personal knowledge, the unique set of experiences symbolized by an individual, should have as much priority in schools as public knowledge, the consensual body of knowledge that human kind has accumulated over the years. Personal knowledge is intrinsically related to the issue of interpersonal relationships. Perhaps what teachers have a need to know are personal insights and knowledge which profoundly affect their abilities to relate to others (Weinstein, 1975). In-service training that makes working on personal material legitimate might have the resultant effect of meeting Weinstein's criteria for contributing to the individual's sense of worth and significance, a basic goal for humanistic education. It is like giving one permission to be or become who one is.

In-service training is intended to help teachers remain competent and increase their teaching skills while they are employed in a teaching position. If teachers have opportunities for adequate in-service training in humanistic education then educators increase the potential for humanizing the schools, it would seem. Self affirmation and self-development must be goals for teachers if they are ever to truly become goals for students. In-service training should reflect these goals.

This study assumes that teachers' sense of psychological well-being, as well as students' well-being, is a

fundamental element in humanistic educational goals, and that humanistic school systems are responsible for providing teachers with support and in-service training that strengthens the teacher's sense of psychological well-being. This study will explore how that might be accomplished.

Is it possible to provide teachers with in-service training in order to increase their sense of psychological well-being? Is there a relationship between the teacher's sense of personal power, locus of control, and sense of well-being, i.e., does a teacher need to feel personally capable of influencing his/her external and internal environments in order to achieve a sense of psychological well-being? These are the specific questions asked in this study?

For this purpose, sense of psychological well-being refers to the structure of psychological well-being as described by Bradburn (1969). He cites common sense and empirical evidence to support his theory of the structure of psychological well-being. He observes that some people seem to have an easy time of life while others seem to experience difficulty. Bradburn observes that some people fail to get what they want, inflict pain on those around them, suffer from anxiety, feelings of failure, and unpleasant physical symptoms. He adds that people whose lives are in "an objective sense more marginal" have more

difficulty with life situations. Bradburn continues, "Thus we would expect to find that experiencing difficulties in life is not purely a function of the characteristics of the individual but is also influenced by the characteristics of the environment in which he finds himself (Bradburn, 1969, p. 5)."

Bradburn sought to operationalize the concept "difficulties in living" in order to measure the degree to which people experience these difficulties. His next step was to try to distinguish between environmental stress and psychological disorder in order to understand the interplay between the two. His structure of psychological well-being represents an interplay between environmental stress and psychological precondition.

Using Bradburn's instrument for measuring sense of well-being or amount of difficulty in life as perceived by the individual, this project seeks to determine if psychological well-being can be promoted through in-service education. Improved sense of well-being may be brought about through teaching teachers strategies which make them more successful in the classroom. Method courses such as a Survey of Humanistic Curriculum may affect sense of psychological well-being in its environmental or external component, by making the teacher more successful in carrying out responsibilities as teacher. Sense of well-being also may be improved by giving the teacher psychological skills

for more rational choices of personal response in interpersonal relations. Education of the Self, a course which has these psychological skills as its goals, may affect sense of psychological well-being in this personal component. This study will evaluate the effectiveness of the combination of these two in-service graduate and undergraduate courses on teacher's sense of psychological well-being.

The Structure of Psychological Well-Being

Bradburn's work seeks to dismiss the medical model of mental health in considering psychological reactions to stresses and strains of every day life. Like Szasz (1961), he maintains that what seems to be symptoms of mental illness are responses to life problems, responses which may seem unusual or bizarre to others. Bradburn asserts that the ability to cope with stresses without undue pain is a component of mental health. Psychological well-being is arrived at when the individual has at least as many positively affective experiences as negative ones. Simply stated, this means that the negative affect associated with stress does not outweigh the satisfaction of successfully dealing with life. Negative affect is not so overwhelming that it debilitates the individual because negative affect is at least balanced by presence of positive affect.

Bradburn theorizes that one's sense of psychological well-being can be ascertained by comparing the difference

between negative affect and positive in an individual's life, and that these two variables are independent and measurable. Bradburn believes that one's sense of psychological well-being can be altered by situational changes which augment or deplete one of these two affective areas without necessarily altering the other.

His work takes as its object such psychic conditions as felt concerns and worries, feeling states, role adjustments, and patterns of social participation (Bradburn, 1969, p. 16), in developing a construct of psychological well-being. Relying on the technique of interview for information, his Affect Balance Scale includes positive affect items and negative affect items, and seeks to measure the difference between the two. The amount of positive or negative affect in one's life becomes inconsequential except in relation to the difference between the two.

Bradburn uses the term happiness and sense of psychological well-being interchangeably. He reports that happiness is a goal of primary importance in the evolution of human kind. He says that the structure of psychological well-being/happiness is both historically and intuitively related to the concept "difficulty with living."

Bradburn's term well-being was used by Aristotle to describe "the highest goal men seek." Ross (1949, p. 190) clarifies that to Aristotle well-being meant more than just "pleasure." Bradburn defines psychological well-being

as more than simply a pleasure element of positive affect. Bradburn cites Jones' (1953) work in his discussion of happiness as a human goal. Jones traced the problem of happiness through the ages "from the sphere of law to the sphere of psychology," and credits William James as most responsible for placing happiness in the realm of psychology.

Bradburn states that sense of psychological well-being/happiness has been neglected in the realm of psychological research, however, because of Freudian skepticism of self-reports. This is unfortunate, according to Bradburn, because "there is solid evidence that self-reports of happiness do measure something more than individual defensiveness or self-criticism and that valid and reliable measures can be constructed (Bradburn, 1969, p. 8)." He quotes Gurin, Veroff, and Fields (1960) research which shows that self-ratings of happiness are related to subjective adjustment and other life problems.

If, as Bradburn and others say, people seek a sense of psychological well-being, Festinger's theory (1964) for resolution of cognitive dissonance may provide the motive. According to Festinger, individuals will actively seek to resolve dissonances and that it is in this resolution of dissonance that growth takes place. For example, if a person finds himself/herself in a dissonant situation that does not produce the expected rewards, that person will actively seek to find alternative advantages/attractions

in the situation in order to counterbalance the disappointment; that might mean balancing the negative affect of disappointment with positive affect (Lawrence and Festinger, 1962, p. 156). In other words, it is the nature of the organism, according to this theory, to minimize disappointment on one dimension with pleasure or reward on another. In Bradburn's terms, the person seeks a sense of psychological well-being through the balance of negative and positive affect.

Search for affect balance (psychological well-being in Bradburn's terms) may be better understood in light of the developmental-structuralist concept of equilibration. Piaget describes equilibration as the resolution of dissonance by movement to another developmental stage (Flavell, 1963, pp. 238-239). According to him, stage movement occurs due to a "striving to achieve a balance. . ." (Pulaski, 1971, p. 75).

Piaget designates will power as the hallmark of emotional development. "Piaget compares its function to that of logical operations: it represents a stable equilibrium of organized emotions (Pulaski, 1971, p. 93). The thermostat which maintains a balance between hot and cold is frequently used as analogous to Piaget's equilibration model. Sense of psychological well-being is marked by at least a balance of positive and negative affect in one's life. An overload of negative affect compared to positive

would diminish one's sense of psychological well-being. If, as Piaget implies, it is natural to the human organism to seek equilibrium, then this theory supports consideration of an organic desire of human beings for sense of psychological well-being, for affect balance. The sense of psychological well-being, which is maintained if negative affect is at least balanced by similar amounts of positive affect, may be an "emotional thermostat" that teachers need.

The combination of two courses will be offered to in-service and pre-service teachers as an intervention in promoting sense of psychological well-being. The courses are intended to complement each other. The first, Humanistic Curriculum, focuses on the teacher's sense of competence in his/her profession, by increasing the teacher's skills in leading students in personally meaningful educational activities. The second course, Education of the Self, is more intimately involved in the teacher's personal knowledge, skills and relationships. While the first course has an external focus, the second is more internal in its goals, thus the courses are addressed to Bradburn's hypothesized external or situational and internal or personal components of psychological well-being.

In order to clarify the rationale for their use as an intervention in promoting sense of psychological well-being, a more elaborate description of these courses follows.

Description of the Intervention

A Survey of Humanistic Curriculum

This course considers what is "humanistic education." It looks at significant curriculum models such as Brown's Confluent Education, Self-Science of Weinstein, Simon's Value Clarification, Alshuller's Achievement Motivation and Social Literacy, and the Philadelphia Affective Program, Magic Circle, and models designed by class members for use in their own class rooms prior to the workshop. These models represent instructional levels from kindergarten through higher education. Course requirements include readings, discussion and presentations. Class members may group to present a model which seems appropriate to their level and particular school. Presentations of the model will include sharing the philosophical foundation and role playing the strategy used in the model.

The curriculum course is intended to give teachers tools or methods for helping students deal with personal issues and methods for making content learning meaningful to students. It is somewhat a "cook-book" approach to humanizing teaching, providing teachers with hands on skills and know how. The course does have an experiential component, but that component is directly associated with the goal of teaching teachers to help students deal with their personal issues, rather than help teachers confront their own anxieties and concerns. Although this is

different from humanistic education in-service as an opportunity for teachers to work on more personal issues, it may contribute to the teacher's sense of psychological well-being by objectively improving the teacher's classroom functioning, by improving student/teacher, teacher/teacher, and student/student interactions within that classroom.

Education of the Self

Education of the Self is a course designed by Weinstein and refined over an eight year period. It gives students a cognitive organizer, The Trumpet, a systematic tool for looking at one's own behavior and identifying dissonant patterns of response. (An example of a dissonant pattern might be: Whenever I am in a group situation where I do not know anyone, my hands start to sweat, my heart starts to pound, and what I usually do is physically leave or psychologically withdraw by sitting quietly in a corner.) After identifying patterns, students analyze the underlying fears or concerns out of which the pattern grew. During the workshop, students work in support groups of two and three and practice non-judgmental attentive listening, a skill which greatly aids individuals in perceiving the self more clearly and eventually in trying on new, more satisfying responses.

Because individuals work in small groups, always maintain the right to pass on any activity, and may choose the pattern she/he wishes to work on, the class maintains

a non-threatening atmosphere while facilitating personal growth.

Education of the Self is an opportunity for the teacher to experience affective/humanistic education first hand. It also carries the potential for helping teachers

1. assess their responses to students, peers, administrators, parents, and in non-professional relationships, and
2. try on new responses that get more than they cost the self.

According to Weinstein, "The Trumpet" . . . is the most comprehensive available tool for defining, analyzing and revising students' self-hypothesis (Weinstein, 1976, p. 10)." In describing The Trumpet as a basic organizer for the course, Weinstein continues,

. . . the uniqueness of this curriculum lies in its structural organizer, The Trumpet. Without this basic organizer this course, like many others developed for personal growth groups, becomes a collection of experiences processed only in terms of the immediate experience, not connected or related to each other except thematically. . . . The Trumpet, in addition to its organizing potential, attempts to take the learner beyond mere awareness. This is not a course in simply "understanding" oneself but also for providing cues as to what to do with some of the understanding that has been gained. (Weinstein, 1975, p. 9)

Education of the Self, is a unique blend of experiential and cognitive work. Yalen and Myers, in their evaluation of encounter groups, observed that the combination of cognitive with experiential was essential in long

lasting benefits (Lieberman, et al., 1973). The combination of the cognitive organizer, The Trumpet, and the inventory of response patterns that occur outside the workshop setting makes Education of the Self an interesting approach for changing teachers' sense of psychological well-being.

Since the goal of Education of the Self is to identify dissonant patterns and try on alternative responses which feel less dissonant, Education of the Self, if successful in meeting or beginning to meet its objectives, should reduce dissonance and increase psychological well-being (reduced negative affect according to Bradburn's model with no apparent change of positive affect, should result in increased sense of psychological well-being).

Another advantage of Education of the Self has to do with what Weinstein calls its "consumer protection."

I have been criticized at times for developing such a highly structured course for dealing in such "personal" content. This movement toward structure is very deliberate. In order for such a learning experience to have high transfer value, especially to formal institutions of learning, I wished to guarantee the safety of the participants both from each other and from the instructor. I did this in a number of ways: by not allowing the typical "open-ended" and "free" discussion and processing usually found in laboratory training or encounter groups; by insuring the air time for each participant; by formalizing the feedback procedures; and by emphasizing clarification, rather than judgment. This consumer protection is maintained without sacrificing the quality of personal learning. Such structuring also attempts to limit the amount of manipulation for personal agendas of the instructor. In essence there is an

attempt, through structuring, to limit the amount of projection by trainers and participants onto each other. (Weinstein, 1975, p. 8)

Education of the Self and the Affect Balance Scale

Feelings rather than content are the target in Bradburn's measure of sense of psychological well-being. The Affect Balance Scale ". . . codes their (the subjects) experiences in terms of (among other things) their affective tone—positive, neutral, or negative. For our purposes, the particular content is not important. . . . Make the items as general as possible and . . . focus attention on the affective tone of the feelings rather than on the particular experiences that gave rise to these feelings (Bradburn, 1969, pp. 54-55)."

This is also the intended case with Education of the Self. Dissonance is the target, content is only the vehicle and not the focus. In a history of the course which introduces the book, Education of the Self, A Trainer's Manual, Joy Hardin discusses this focus.

Early attempts to further focus on the course were thematic: Ideal versus real self, self as racist, self as teacher. Weinstein's old theme of relevance directed away from this approach. "You can't prescribe what will be anybody's area of deepest concern," he comments. Furthermore, just because students are working on themselves, Weinstein discovered, they're working through whatever is causing severe dissonance. So, in order to teach tools for thinking straight about oneself—tools that will get used—Weinstein focused on individual dissonant patterns, whether these emerged out of class

exercises or not. Increasingly, the course provided only the strategies, and individuals provided the content. As the tools became more systematic, the course moved from self-exploration to self-science. (Hardin, 1975, p. 5)

Education of the Self began at the University of Massachusetts as an attempt to develop affective training for teachers and affective curriculum. By allowing the teacher to work on his/her personal issues its use as in-service training for teachers acknowledges the teacher as a significant member of the school community and facilitates the understanding of "humanistic" as a system-wide concept rather than as strategies for class room use by teachers. The objective of this study is to determine whether it actually helps teachers reduce dissonance in their lives and increase their sense of psychological well-being.

Education of the Self is intended to help teachers look at personal dissonance and experiment with reducing that dissonance. It appears to be a direct way of helping teachers reduce dissonance and therefore reduce negative affect in their lives. It also seems to increase positive affect by giving individuals a personal sense of power over internal psychological states. According to the Affect Balance Scale, this should result in increased sense of psychological well-being, provided other factors remain stable.

Education of the Self gives teachers first hand knowledge of a personal education approach and has the

potential for motivating teachers to use similar approaches in their classrooms. If teachers experience personal benefits from humanistic education techniques, they may be more willing to look for, develop, and integrate similar experiences for students in their teaching. Pursuing this reasoning, it seems that learning how to effectively use humanistic techniques through the Curriculum course, while also having personal experience in the Education of the Self course, may have important results. Greater personal knowledge and personal investment in humanistic techniques and philosophy for teachers, the more likely they may be to adopt and implement these methods.

If these courses accomplish their objectives, then both courses should serve teachers well in reducing negative affect and increasing positive affect in teacher's lives, and, according to Bradburn's theory, increase their sense of psychological well-being. Bradburn describes sense of well-being as a response of the psychological predisposition of the individual to external, environmental realities. Both have an influence on sense of well-being. The curriculum course seeks to help the individual improve the school environment, while Education of the Self works on more personal material. The courses may complement each other in providing for improved sense of well-being because together they address the psychological and situational

aspects of well-being. By giving individuals some sense of control over environmental and personal issues, the individual may begin to see him/herself as having some power, thus achieving a more internalized locus of control. This increased sense of personal power may likewise effect an increase in sense of psychological well-being.

Rationale for the Study

Why is psychological well-being an important state to promote for teachers? Do teachers need to feel that their lives have at least as much positive affect as negative affect in order to be successful in the classroom. Although this study does not intend to measure the effect of teacher's state of well-being of student performance, a case can be made for improving sense of psychological well-being as a legitimate goal for people in general and for teachers as well.

Support for sense of psychological well-being as a basic human need can be derived from Combs' work in promoting "the adequate self" as an essential quality in teachers. It would seem that Combs' structure of the "adequate self" is related to the structure of psychological well-being. Combs states that "positive feelings about oneself make possible independence and autonomy on the one hand, effective cooperation on the other (Combs, 1971, p. 146)." In his work, Florida Studies in the Helping Relations, Combs and his colleagues learned that effective teachers see

themselves as able rather than unable and worthy rather than unworthy (Combs, 1969, p. 33). It might be inferred, therefore that sense of psychological well-being would be present in persons who feel capable and worthy.

Combs' model for teacher training facilitates "knowledge of the self, how the self develops, and how it may be changed." The goal of teacher training (according to Combs) is to facilitate the "adequate personality (Simpson, 1976, p. 42)." Some of the positive effects of Combs' "adequate self" might also be the advantages of increased positive affect and/or decreased negative affect. Promoting sense of psychological well-being may be instrumental in, or at least a result of, promoting the "adequate self."

Goals of many of the well-known therapies, though distinct, may have some common elements with sense of psychological well-being as a dimension of mental health.

"The emphasis in gestalt therapy is upon man's wholeness (Belkin, 1975, p. 240)." "The goal of gestalt counseling, is integration of the personality (Belkin, 1975, p. 255)." Perhaps "integration of the personality" involves the ability to deal with negative affect and to experience positive affect more fully, thus contributing to a sense of psychological well-being by integration of opposite emotional experiences.

"The goal of client-centered counseling is congruence, the concordance between the client's perceptions

of his experiences and the reality of those experiences. Because the self is the center of the individual's experiences with the environment, the individual's perceptions of and interactions with the environment change as his sense of self changes (Belkin, 1975, pp. 224, 229)." If this be so, then Education of the Self in helping the individual deal with internal dissonance may likewise help the individual transform the situation in which he or she responds, thereby reducing dissonance or negative affect both internally and externally. This reduced dissonance, reduced negative affect, should lead to improved sense of psychological well-being, as Bradburn describes it.

". . .the ultimate goal of rational-emotive teaching is that the patient becomes capable of introspectively analyzing and correcting his distortions of the world (Belkin, 1975, p. 264)." If one can assume that dissonant patterns occur when the individual responds to a current situation as if it were a previous situation, one may infer that dissonant patterns occur from distorted perceptions of reality. If rational-emotive therapy seeks to improve the mental health of its client, one might conclude that reduction of dissonant patterns through Education of the Self may lead to mentally healthier perceptions of reality and therefore enhance mental health. The ability to diagnose the reality without personal distortions according to Combs'

literature is directly related to effective teaching. One might also infer that a clearer sense of reality and teaching effectiveness would elicit a greater sense of psychological well-being.

Re-evaluation counseling, or co-counseling as it is sometimes called, also seeks as its goals clearer perceptions of the reality of the present while resolving the tyranny of old negative experiences which distract rationality. According to this theory it is the ability to respond creatively to new situations which is central to our humanness, that which makes us different from any other specie. "When we are functioning in our distinctive human way, we do not have to, nor do we, use any prefixed, inherent or previously worked out responses, but always and continuously create and use new precise responses that exactly match and successfully handle the new situation which we confront (Jackins, 1974, p. 12)."

According to re-evaluation counseling philosophy, when humans do not behave creatively, when they respond in patterned ways, it is because they have misstored information concerning previous hurts and fears instead of "discharging that hurt and fear at its origin." Given opportunities to recognize dissonant patterned responses and their origins, and then discharge the misstored feelings associated with them through natural body processes, such as crying, laughing, yawning, shaking, etc., the individual may be restored

or healed to rational thinking, creative responses, and a joyful, zestful, loving life.

Re-evaluation counseling theory suggests that if "dissonant patterned responses" can be eliminated, sense of psychological well-being can be maintained. Furthermore, this theory implies that reduction in negative affect through discharge helps the individual work out of dissonant patterns and think and act with more clarity and creativity. Certainly these are qualities which would enhance teacher effectiveness.

Reducing dissonance and patterned, rigid responses, may protect the teacher's students from being victims of the teacher's old hurts and fears and resentments. According to Jackins, founder of re-evaluation counseling, "We do not have bad people; we have good people acting bad when they are short circuited by the emotional scar tissue which has been loaded on them by the environment (Jackins, 1965, p. 68)." Giving teachers opportunities and tools for getting rid of old hurts and fears and their symptoms (patterns) through in-service education, may well protect students from psychological victimization by the teacher's personal history. Exposing children to teachers who balance positive and negative affect in their lives and work to enhance their own sense of psychological well-being, may be providing children with the most clear thinking, creative, non-destructive leaders and models.

It seems that sense of psychological well-being is a dimension of mental health. It seems to be somehow involved in what is promoted in various therapies, at least as a side effect if not a more intrinsic goal of these therapies. The goals of these therapies are seen by their proponents as enhancing the functioning of the individual both internally and in his or her environment. It would seem then that improved sense of psychological well-being has a similar effect on the individual. Improved internal functioning of teachers, improved balance of negative with positive affect, of sense of psychological well-being, may then improve their functioning in student-teacher relationships. Developing a sense of internal control over ones life, an internalized locus of control, may influence ones sense of well-being and perhaps the reciprocal is likewise true.

If sense of psychological well-being is improved, is there also movement toward internal locus of control? The major emphasis of this study is in effecting a positive change in sense of psychological well-being. Some attention, however, will be given to determining the association between locus of control and sense of well-being as measured by Levenson's Measure of Locus of Control and Bradburn's Affect Balance Scale on pre-test scores and/or on post-test scores of the students in this study.

Since Education of the Self seeks to give students tools to use in gaining power over their responses to anxiety-ridden experiences, if successful it might increase confidence in their sense of personal, internalized control. Likewise the Survey of Humanistic Curriculum course may have some influence on locus of control. The goal of humanistic curriculum in general is to make learning more personal, more meaningful and therefore more personally useful. Respect for the individual and her/his right to direct her/his own learning is basic to a humanistic curriculum, therefore education for an internal locus of control is implied by such a curriculum. Does that also mean that education for improved sense of well-being is implied? If teachers receive training to increase their own sense of personal power, through Education of the Self, and strategies for helping their students do the same, through the Humanistic Curriculum Survey course, the results may well be increased sense of psychological well-being. Increasing one's psychological competence and one's professional competence may be the combination which increases sense of well-being among teachers.

C H A P T E R I I

REVIEW OF THE LITERATURE

The following review of the literature has several parts. First, it includes studies of positive and negative affect as independent components of a mental health dimension, studies similar in some way to Bradburn's work on sense of psychological well-being. This first section indicates a link between locus of control, i.e., how one regards the origin of reinforcement, and sense of psychological well-being. Second, the following section more definitively relates sense of well-being and locus of control, illustrating characteristics of internal and external locus of control from previous research and their impact on the individual's affective state. This section includes a review of the studies in which change in locus of control was accomplished. It also describes the use of locus of control in this study of psychological well-being. Third, the final section describes the limited research in promoting personal growth for teachers, documenting an indictment that existing research has been oriented toward professional improvement of the teacher with little work in helping the teacher's personal sense of psychological well-being.

Studies of Positive and Negative Affect

Bradburn discovered that sense of well-being seems to be dependent on the balance of two independent constructs, positive and negative affect. Herzberg and Hamlin's theory of motivation-hygiene and mental health is similar in that it originated from studies of job satisfaction (positive affect) and job dissatisfaction (negative affect) as independent variables (Herzberg and Hamlin, 1961; Herzberg, Mausner and Snyderman, 1954). Unlike Bradburn's work which created a scale to measure the balance of positive and negative affect in one's life, Herzberg and Hamlin inferred two mutually exclusive continua, one related to job satisfaction and the other related to job dissatisfaction. The mental health continuum, job satisfaction, is seen as motivational, having to do with one's desire to grow, to place oneself in growth provoking situations. At the top of this continuum is true mental health and self-actualization, while least achievement on this continuum is referred to as symptom-free adjustment. The mental illness or hygiene continuum is associated with job dissatisfaction items; it is contextual, environmental, and refers to individuals who are most concerned with avoiding uncomfortable situations. The most an individual on the hygiene continuum, can hope for is some transitory environmental satisfaction; the bottom of this continuum represents mental illness. According to the Hamlin-Herzberg theory, one

is either on a motivation continuum, seeking growth, or on a hygiene continuum, avoiding discomfort, but never on both.

The Bradburn theory is based on a notion of emotional balance and is not concerned with the origin of positive or negative affect. It describes well-being as a single dimension, although the balance of two independent dimensions. Bradburn and Caplovitz see no incompatibility between their work and the motivation-hygiene work and invite future researchers to investigate personality or motivational difference and emotional balance (Bradburn and Caplovitz, 1965, p. 59).

It seems that the motivation-hygiene concept of mental health indicates one's potential for positive or negative affect. It seems further that one's expectancy for satisfaction to be supplied externally (hygiene or context oriented) limits one's potential for positive affect and according to Herzberg gives one a propensity toward mental illness. One whose expectancy for satisfaction is internal or motivational, has limitless potential for positive affect, mental health and self-actualization according to this theory. This person is protected from dissatisfaction or negative affect to some degree. If one can relate Herzberg's construct, satisfaction, with Bradburn's sense of well-being, it would seem that internal (motivational) or external (hygiene, environmental) expectancies for satisfaction determine one's potential for negative and/or positive

affect, and therefore the balance of the two, sense of psychological well-being.

Bovard's work (1962) suggests an independence of positive and negative affect receptors in the brain. His is a neuro-physiological explanation for why stimuli from external environment produce differentiated reactions in individuals. "He reports studies indicating that direct electrical stimulation of different areas in the positive system produces in humans feelings of ease and relaxation, smiling and great satisfaction, and the negative system produces such responses as restlessness, anxiety, depression, fright, and horror (Bradburn, 1965, p. 59)." On the basis of experimental evidence, Bovard hypothesized that the two systems work on an "reciprocally, inhibitory fashion." Stimulation of one system raises the threshold for arousal of the other system. Bovard's findings are similar to Bradburn's in that ". . . positive feelings apparently could offset negative feelings and reduce the consequences of a given amount of negative feelings (Bradburn and Caplovits, 1965, p. 60)."

Sense of Well-Being and Locus of Control

An effort to increase sense of well-being by reducing negative affect and/or increasing positive affect may require more knowledge of personality characteristics in order to determine how an individual assigns meaning

and affect to experiences. Sense of psychological well-being is an individualistic concept. Why one attaches positive or negative affect to an experience, and to what degree, seems to be a personal phenomenon, more than merely a response to an objective, external situation. It seems that the assignment of positive or negative affect, particularly the impact of that assignment, the amount of positive and negative affect of an individual, perhaps even one's propensity for more negative or positive affect, may be related to his/her locus of control.

According to Rotter (1966) how reinforcement is perceived is dependent on whether the reinforcement is seen as contingent upon the individual's behavior or independent of his/her behavior. Rotter did pioneering work in developing an instrument for determining locus of control. If an individual believes that she/he has control over her/his life, then that person's locus of control is reported on Rotter's instrument as internal locus of control. However, if an individual believes that he/she has no personal power and that what happens to him/her is dependent on either powerful others or on chance and fate, then the Rotter I-E (Internal-External) Scale will measure an external locus of control.

How locus of control is related to sense of psychological well-being becomes clearer when one examines descriptive characteristics of internal and external subjects.

Characteristics which are associated with positive affect are more often associated with internally controlled subjects while the opposite seems true for externally controlled subjects.

Persons who have internal locus of control are reported to display higher motivation because they believe they can influence the quality of their lives (Feather, 1959). As early as 1899, Veblen wrote that societies who attribute control to luck or chance are barbaric, inefficient, less productive and generally passive. Although belief in luck may serve the psychological function of saving esteem in the face of failure (Merton, 1946), it also contributes to a sense of alienation (Merton, 1949). Seeman (1959) describes external subjects as being characterized by feelings of alienation and powerlessness. Internal control seems to be characteristic of all species in seeking to master their environment, in seeking competence (White, 1959), in the motivation toward autonomy (Angyal, 1941).

Internal control subjects have been linked with high achievement (McClelland, Atkinson, Clark and Lowell, 1953). Crandal (1963) concluded from his research that children "high on the need for achievement, in all probability, have some belief in their own ability or skill to determine the outcome of their efforts." Phares (1962) observed that ". . . subjects who feel they have control of the situation are likely to exhibit more perceptual behavior that will enable

them to cope with potentially threatening situations than subjects who feel chance or other non-controllable forces determine whether or not their behavior will be successful." External control individuals seem to rely on past experience less, learn less, and sometimes learn wrong (Rotter, 1966, p. 8).

Internally controlled subjects who are tuberculosis patients are reported to make more of an effort to control their environments, know more about their illness and take more interest in the care they receive (Seeman, Evans, 1962). Similar reports regarding internally controlled subjects were gathered by various writers. More activity among black civil rights workers who measured internal locus of control was reported by Gore and Rotter (1963). Union members in Sweden were reported as having more political knowledge by Seeman (1964). Strait and Sechrest (1963) report that internally controlled persons who tried to stop smoking were more successful than externally controlled ones.

Rotter concludes his survey of the existing literature (up to 1966) with the following points about internally controlled individuals:

- a. they are more alert to the environment;
- b. they are active in improving their environment;
- c. they value skill rewards more than rewards due to chance and are more concerned with improving ability and minimizing failures; and

- d. they are more resistive to attempts to change them, i.e., less conforming (Rotter, 1966, p. 25).

Joe updated Rotter's work with a more current review of the literature on locus of control (Joe, 1971). He was particularly interested in studies of control and personality. His work describes many studies that characterize internal and external control people, but makes a case for the updating of Rotter's Measure of Locus of Control.

When internals were given the California Psychological Inventory (CPI), they exhibited characteristics of dominance, tolerance, and good impression, sociability, intellectual efficiency, achievement via conformance, and well-being. In the same study subjects were given the Adjective Checklist (ACL) and internals described themselves as assertive, achieving, powerful, independent, effective and industrious (Hersh and Scheibe, 1967).

External control scoreers report more debilitating anxiety and neurotic symptoms (Feather, 1967). According to Williams and Vantress (1969) externals, having experienced more feelings of powerlessness and more frustration via external forces, are more prone to manifest aggression and hostility on the Buxx-Durkee Hostility Inventory. Another study showed a significant relationship between external control and authoritarianism (Rotter, Seeman, and Leverant (1962). Joe cites several studies which suggest that externals tend to be less trustful and more suspicious

of other people and more dogmatic than internals (Joe, 1971, p. 621).

External control is positively related to intro-punitive responses to frustration and negatively related to constructive reactions to frustration. External control is positively related to debilitating anxiety and negatively related to facilitating anxiety (Butterfield, 1964). Externality has been shown to be directly related to suicide proneness (William and Nickels, 1969). They report more feelings of anger and depression than do intervals (Abramowitz, 1969).

Straits and Sechrest (1963) and James, Woodruff and Werner (1965) found evidence that internals can control not only their own environments but also their own impulses better than externals. Internals are reported to be more willing to remedy personality problems than externals (Phares, Ritchie, Davis, 1968). Internally scoring college students worked more successfully with chronic patients in mental hospitals than did externally controlled individuals (Hersh and Scheibe, 1967).

More recent literature shows some contradiction over the effects of internal and external control. For example (Joe, 1971, p. 627), states that "belief in external forces which are reality based such as racial discrimination (e.g., system blame) could be motivationally positive instead of damaging. . ."

Levenson reports contradiction particularly in predicting activism as a result of internal sense of control. She states that sometimes persons who assign power to forces outside themselves are more politically active, the converse of what was cited in early civil rights research concerning black college students (Gore and Rotter, 1963). Levenson says that the changing times may be responsible for activists moving from an internal sense of control to an external one. However, she discriminates sharply between those externals who assign control to luck, chance, from those who assign control to powerful others. Rotter, in his original internal-external scale, made no such distinction.

Levenson's measure of locus of control has three parts: Items which determine

1. one's sense of control over one's life, internal = I,
2. one's belief in control by powerful others = P,
3. belief in luck or chance as the governor of life = C.

Unlike Rotter's measure, this three way measure separates control to powerful others from control to chance. It recognizes that an individual might feel some mastery over his/her life and at the same time attribute control to powerful others and/or to chance. The individual might assign control of life exclusively to one or the other. On the Rotter scale, the examiner could not determine if external control referred exclusively to one's belief in chance or to powerful others

or both. In the Rotter Scale an external score could be misleading. The distinction between Internal, Powerful Others, and Chance, becomes important in predicting behaviors (Levenson, 1974; and Levenson and Miller, 1975). It is Levenson's Measure of Locus of Control which is used in this study.

Changing Locus of Control

Various studies have reported changing the subject's locus of control. Lefcourt and Ladwig (1965b) learned that behavior of persons holding an external control expectancy could be altered to an internal control expectancy if new goals could be cognitively linked to old successes. Smith's research (1970) showed that persons who had successfully resolved life crises generally move from an external locus of control toward a more internalized sense of control, if this was not the case prior to the crisis. A Community Action Program (Gottesfield and Dozier, 1966) and psychotherapy (Gillis and Jessor, 1970) were found instrumental in moving externals to an internal locus of control. LaBorde was successful in moving subjects toward an internal locus of control as a result of the Introject Awareness Exercise (LaBorde, 1975, p. 155).

Pre/In-Service Training for Teachers
in Personal Growth

In-service programs for teachers and training for pre-service teachers have traditionally been classes in theory and methodology. In-service workshops in humanistic education have not veered far from that tradition (Pietrofesa, 1968; Brownlee and Ring, 1975; Galloway, 1976; Lotecka, 1974; Shettel, 1975; Johnson, 1973; Spaulding, 1974).

A few programs have attempted to promote personal growth in teachers and pre-service teachers. The Mid-Coast Main Project, An Alternative Model for the Training and Support of Classroom Personnel, was successful in developing more open and understanding attitudes of program members as compared to controls (Oates, 1971). With concern that the affective dimension of professional growth must be given more emphasis, the Model Program for Teacher In-Service Training Emphasizing the Affective Dimension reported success in helping beginning teachers maintain humanistic attitudes throughout the school year (Johnson, 1969). An Outward Bound Program for teachers reports benefits to teachers which include "greater development of capacities and potentialities, greater confidence in their abilities and increased ability to relate more effectively to others (Outward Bound, 1968).

Brown has contributed in this field. His book, *Human Teaching for Human Learning*, describes workshops in personal growth for teachers from the Report to the Ford Foundation on the Ford-Esalen Project in Affective Education. Staff members were mostly teachers, who experienced affective techniques first-hand, in an effort to determine how these might become part of the school curriculum. The groups experienced many Gestalt techniques, including fantasy, trust circle, projection games and aggression exercises. Brown described the group of teachers in this way,

The entire group shared so many of the affective experiences at so high a personal level that there was much opportunity for them, both individually and as a group, to meet their own organismic needs. When there was friction within the group, it was faced and resolved at that time. When an individual member of the group needed help, the group was available and could put into practice what had been learned to help him. As a consequence, the staff as a group seemed psychologically healthy and mature (Brown, 1971, p. 24).

The task of this group was to determine what affective techniques could be used in teaching content materials, adding a personal relevance to public knowledge. This type of humanistic education, originated by Brown, is known as Confluent Education. Although these teachers experienced personal growth as a result of the workshops, this was not the primary motive for the training. The primary motive again was to develop humanistic strategies for school use with students.

Awareness of self and others (Neuman, 1975), better understanding of self within the context of interpersonal communication (Jakobvitz, 1970), teacher supports groups for appreciating self (Flatter, 1976) are other examples of work done in the area of personal growth for pre-service and in-service teachers. Programs such as these seem rare, however, and nearly non-existent in comparison with programs which have as their direct goals helping teachers teach students better. Dreichurs, has developed a course using Adlerian Psychology in teaching teachers strategies for Maintaining Sanity in the Classroom (Driechurs, 1971). As mentioned in a previous section, Combs et al., (1969) research shows that a personal sense of adequacy is paramount in successful teaching. His work in promoting the "adequate self" is actually a strategy for making teachers more effective in the classroom. However, nourishing the teacher for the teacher's sake is not common in the research.

C H A P T E R I I I

METHODOLOGY

Statement of the Hypotheses

Resolution of dissonance in personal responses and relationships is a goal and expected outcome (to differing degrees for different individuals) of Education of the Self. If successful, this course should result in decreased negative affect for its students. With one's control over personal dissonance should come some sense of increased personal power, thus Education of the Self may also increase positive affect for its students. Personal experience with humanistic techniques may increase motivation to use these techniques in one's classroom. Having learned humanistic techniques for classroom use from the curriculum course, and having experienced these personally in the Education of the Self course, teachers may be anxious to implement these techniques in their classrooms. Implementation of humanistic techniques should result in increased positive affect and decreased negative affect for students and teachers alike. Experiencing some successful control over personal dissonance through Education of the Self and increased effectiveness in teaching, as a result of using strategies

learned in the humanistic curriculum course, subjects should experience increased sense of personal power, thus initiating movement toward a more internalized locus of control.

Therefore, this study hypothesizes an increase in sense of psychological well-being and a more internalized locus of control due to the combined effects of the two courses described in Chapter I, as the intervention.

Description of the Instruments

Bradburn's interview for assessing sense of psychological well-being will be used in this study. It was described earlier in the paper and a sample may be found in the Appendix. The Affective Balance Scale includes five decks of approximately seventy questions each. Questions elicit information regarding one's physical health, family relationships, work attitudes, and a self-happiness rating. Change in well-being is determined by comparing differences in pre- and post-test responses to items reflecting positive and negative affect. Various indicators of positive and negative affect are included, for example, presence of psychosomatic sensations or illnesses, difficulty sleeping, etc., but direct reports of positive and negative feelings will be used in obtaining a well-being score. In addition to obtaining a specific well-being score, item analysis will be carried out on the various descriptors of positive and negative affect.

This study represents a departure from Bradburn's use of the Affect Balance Scale. A minor difference is that Bradburn uses "sense of psychological well-being" and "happiness" interchangeably. In this study only the term sense of psychological well-being will be used to indicate the variable being promoted. The concept, or at least the name, "happiness" is attached with personal meanings and understandings that may be confusing to the issue being investigated, i.e., how does the subject assess him/herself in terms of satisfaction with life or dissatisfaction with life. Perhaps a sense of self-satisfaction is closer to a sense of psychological well-being than happiness implies to people.

The use of the Affect Balance Scale in this study represents a major departure from Bradburn's intended use of the instrument. His "... theoretical orientation (is) toward the efforts of current environmental forces on feelings of psychological well-being (Bradburn, 1969, pp. 55-56)." The original use of the Affect Balance Scale was in measuring imbalance in affect due to sociological situational events, for example unemployment or national disaster.

Since Bradburn's research was involved in detecting differences in sense of well-being due to external environmental forces or events, it is possible that any increase or decrease in well-being in this study, recorded by the Bradburn interview, may be the result of factors other than

the intervention. For example, pre-test time early summer may be more or less stressful than the post-test time fall for the subjects, due to demands on teachers, weather, or many other variables. This caution needs to be considered as the data are analyzed.

The Affect Balance Scale was constructed to be used ultimately as a predictor of imbalance in psychological affect (either positive or negative) given certain environmental/sociological conditions. *The Structure of Psychological Well-Being* was written during the late sixties. It refers to the Cuban Missile Crisis, the assassination of Kennedy, and changes resulting from the Civil Rights Movement, as events having the potential for changing an individual's affect balance.

The ABS will be used in this study to measure a hypothesized reduction in negative affect and an increase in positive affect due to active measures taken by the individual. Rather than measuring change in affect due to external conditions, in this study resultant change in affect balance is hypothesized to occur because of intentional actions taken by the individual for this purpose. These are very different conditions from those originally described by Bradburn. At the root of the difference is the question: Can human beings become active and successful in their own psychological change.

Another question emphasized by the use of the ABS in this study has to do with internal verses situational responsibility for one's sense of psychological well-being. Bradburn's research gives evidence supporting the situational responsibility for one's sense of psychological well-being. The Affect Balance Scale was designed to measure affective differences due to changes in one's external situation. Since it measures an individual's experience of negative and positive affect and reports the difference, and since it does not attempt to deal with the content bounding this, there seems to be no reason why it cannot be used to measure the internal component as change agent in affect balance. It is perhaps reasonable to do so with some caution or at least awareness of Bradburn's original intention for the ABS as opposed to the way it is being used in this study.

Because cause and effect may be hard to demonstrate in this study, a subjective evaluation of intervention results was elicited from subjects. Reduction of negative affect or increase of positive affect may be indicated by various items on the ABS, however, the Bradburn instrument does not indicate why such occurrences have taken place. For this reason, subjects will be asked to respond in their own words to the following questions:

Have the summer school courses had any long term effect on you, personally and/or professionally?

Are you aware of any changes in the way you feel about yourself as a person and/or as a teacher within the last few months?

Do you feel more or less accepting of yourself and others?

In general, do you feel that you are having an easier time or a harder time professionally and/or personally than you were last spring? To what extent are your summer school courses responsible for these feelings?

In the last two and one half months, have you been aware of having more or fewer positive feelings and experiences?

Are you aware of having more or fewer negative feelings and experiences?

Do you feel the summer school courses have affected the amount of positive and/or negative affect in your life? (Affect meaning feelings.)

Do you feel more in control and capable of managing your personal life and/or do you feel more competent as a classroom teacher than you did before taking the courses?

To what extent do you consider the summer school courses responsible for these changes (if any)?

What events or experiences other than the courses in the past three months might explain an increase or decrease in your sense of psychological well-being?

PLEASE RESPOND TO THESE QUESTIONS IN A PARAGRAPH(S), AS SPECIFICALLY AS POSSIBLE. THANK YOU. (Subjects responses to these questions may be found in the Appendix.)

If an increase in well-being is indicated by the pre-test/post-test comparison, and if subjects indicate that they consider the summer school courses responsible for this change, then it would seem the intervention has been effective. It is necessary to acquire the subjective testimony because change in well-being is likely to occur

for a variety of reasons other than the intervention. Maturation, history/time, objective improvements in one's life, etc., might all result in an apparent increase in one's sense of psychological well-being. The subjective evaluation which links cause and effect, gives this study some internal validity. Changes can be linked to intervention.

If the interview detects no change in well-being, but the subjective evaluation points to some change, then the instrument may be suspected of not being sensitive enough to measure this change. Thus, the subjective evaluation serves several functions. Some caution need be taken in drawing conclusions from the subjective statements as subjects may tend to be more positive than they actually feel in assessing the results of the course two and one half months later.

Change in locus of control will be assessed by use of the Levenson measure. Levenson's Measure of Locus of Control is a twenty-four item test in which the respondent reads each sentence and chooses one of six responses, ranging from "always true" to "always false." Levenson's measure is an improvement over Rotter's original measure, and will produce three locus of control scores, one for personal power, a second for belief in chance, and a third for belief in powerful others. These three scores are separate, each representing a supposedly different dimension.

The Research Design

The intervention, described in Chapter I, is the combination of two undergraduate/graduate courses offered during the 1977 summer session at Frostburg State College, Frostburg, Maryland. Teachers and pre-teachers who enrolled in these classes were interviewed at the beginning of the summer school courses. The interviews, designed by Caplovitz, Bradburn et al., were used to assess participant's sense of psychological well-being. Participants were given the Levenson Measure of Locus of Control at the same time.

Persons from both classes were re-interviewed in early October and the Affect Balance Scale was again used to determine sense of psychological well-being for each participant. Pre-treatment and post-treatment responses were compared. Students again completed the Levenson Measure of Locus of Control and comparisons were made between pre-intervention and post-intervention scores. Some attention was given to scores of participants who took only Education of the Self or the Humanistic Curriculum course. Possible relationships between locus of control and sense of well-being were considered for pre-test and for post-test measures.

The first course, called Survey of Humanistic Education Curriculum, taught in a two week workshop, began June 20, 1977 through July 1, 1977. The second course,

Education of the Self, was also taught as a two week workshop, beginning July 6, 1977 through July 20, 1977. Both courses offered three hours credit and were held from 9:00-12:00 on week-day mornings. Both courses were facilitated by the doctoral candidate who is the presenter of this paper.

Education of the Self and the Humanistic Curriculum course are both offered by the Human Services Division, School of Education, University of Massachusetts. They are both courses in humanistic education and are based on the theory that personal knowledge has a legitimate role in the educational process. It is foundational to these courses that personal knowledge is appropriate content in schools and that including students' issues in school curriculum will result in minimized restlessness, boredom, and behavior that interrupts the educational process. Both courses are involved in addressing students' concerns. A description of each course was included in Chapter I. The course outlines are included in the Appendix.

The research was conducted in a college setting where students enroll in graduate or undergraduate courses largely to fulfill specific requirements for Masters of Education or Bachelors of Education. The research design was defined by the reality of this setting. Eleven students enrolled in both courses; three students enrolled in the curriculum course only and five students enrolled in the personal growth course only. The final enrollments restricted

the study to a quasi-experimental design and limited the potential generalizability of this research.

The one group pre-test/post-test design was used in this study. Subjects were given the Bradburn Sense of Psychological Well-Being Interview (also called the Affect Balance Scale) and the Levenson Measure of Locus of Control prior to the Intervention. They were given the same two measures three months after the intervention. A written statement by the subjects concerning their perceptions of any changes in their lives due to the intervention was ascertained at this time. This subjective evaluation was used to determine if changes occurring between pre-test and post-test could be attributed to the intervention.

Subjects volunteered to enroll in these courses if the courses could be used to fulfill a specific requirement of their program or if they could use the course(s) as an elective. For these reasons, the courses drew limited numbers. Since subjects elected the intervention, random assignment to a control and experimental group respectively was not possible. No control group exists for comparisons to be made. Increase in well-being or change in locus of control as a result of the intervention in this study cannot be considered predictive of similar results in other settings; these results cannot be generalized to a larger population. The results of this study may suggest, however, the need for more conclusive research in promoting sense of psychological well-being in teachers through in-service training.

C H A P T E R I V

ANALYSIS OF THE DATA

Sense of psychological well-being may be considered a global construct, in view of the elements which Bradburn considers affecting the balance of positive and negative smoking, difficulty sleeping, presence of psychosomatic illnesses; attitudes toward one's work and co-workers; and difficulty with intimate relationships. Many variables contribute to the presence of negative and positive affect in one's life. Changing the balance of the two for whatever reason, would, according to Bradburn, affect sense of well-being. Identifying such a change and particularly the cause of change in sense of well-being may be a monumental or even impossible task.

Data from the Bradburn measure of Sense of Psychological Well-Being was used in attempting this difficult task. The Levenson Measure of Locus of Control was used in order to determine if well-being is correlated with locus of control, and if a more internalized locus of control resulted from the intervention. This information was supplemented by data gained from students' subjective evaluation. Since the absence of a control group and random assignment to control and experimental groups limit the

meaningfulness of data collected from the Bradburn and Levenson measures, this subjective evaluation was used to link reported changes in well-being and locus of control with the intervention. The subjective evaluation is important also because the sample size was extremely small (number of cases varies from nine to eighteen) and did not yield reliable results on more formal instruments.

In order to determine if the intervention effected any significant change in personal power, this component of the Levenson Measure was considered. Items reflecting sense of power over one's life were summed since each item measured the same dimension. A test was carried out in order to compare the differences between the means of the pre-intervention and post-intervention scores. The null hypotheses, that the difference between the pre- and post-means equals zero, was rejected at the .05 level of significance. Thus, it seems that for the individuals who took both courses, a significantly more internalized locus of control occurred. Whether this is the result of the courses is not certain, however.

A single score for sense of psychological well-being was computed by summing scores for positive and negative affect items. This summation was possible because zero indicated no experience of a particular positive feeling and frequent experience of a particular negative feeling was also coded zero. Score totals thus increased with

occurrence of positive feelings and decreased with occurrence of negative feelings. This score demonstrated the balance of positive and negative affect in an individual's life and therefore meets Bradburn's criteria for sense of psychological well-being.

Feeling trends toward more positive and fewer negative affective experiences seemed to occur, when percentages of people experiencing them prior to intervention were compared with percentages gained two and one half months after intervention. Assessment of feeling trends by comparing percentages was the procedure Bradburn and Caplovitz used in trying to determine if the Cuban Missile Crisis of the sixties had an affect on people's sense of psychological well-being. It thus seems reasonable to adopt similar procedures. Feeling trends as a result of intervention will be discussed in the next section of this chapter, but first attention will be given to statistical analysis of the sense of psychological well-being score, a numerical reflection of feeling trends.

When statistical analysis was carried out to determine if any significant changes in the means of well-being scores occurred, the t score was found to be not significant at the .05 level, supporting the null hypotheses that no significant difference occurred between pre- and post-well-being scores. It can thus be concluded that the intervention may be ineffective. This rejection of the effectiveness of the intervention in changing sense of psychological

well-being occurred whether analysis was carried out on individuals who enrolled in one of the two courses or both courses.

When locus of control was correlated with well-being on pre-test scores, the hypotheses that well-being and personal or internal locus of control are positively correlated ($r = +.5981$) was supported. Using pre-test data, the tendency to attribute power to others (a second component of the Levenson measure) was negatively correlated with well-being, $r = -.8034$, and belief in chance or fate was positively correlated with attributing power to significant others, $r = -.7871$. Belief in chance seemed negatively correlated with well-being, $r = -.4159$, although not significantly.

These results were not supported however, when well-being and locus of control scores from post-intervention data was compared.

Table 1
Correlation of Well-Being and
Levenson Locus of Control Scores

	Pre	Post
Well-being with Personal Power	$r = +.5981$	$r = -.3687$
Well-being with Powerful Others	$-.8034$	$+.7172$
Well-being with Chance	$-.4159$	$+.6963$

The sample size of this study is too small to make conclusive statements. In addition to the inadequacy of the sample size, the data obtained on locus of control and its influence or relationship to well-being may be complicated by the complexities surrounding the issue of locus of control. As was discussed in the review of the literature on locus of control, it does not seem to be a predictably consistent and stable variable and is affected by many factors. Although Levenson (1974) improved on previous measures for locus of control by dividing the construct into three separate parts: scores in personal power, powerful other items, and chance items, the issue is still a complicated one. A preferred state of locus of control may be relative to different situations, as was demonstrated in the conflicting research on black civil rights workers in the early sixties compared to the late sixties, discussed in the review of the literature (Gore and Rotter, 1963; Joe, 1971). The connection between well-being and locus of control may be that improved sense of personal power insures increased sense of well-being in certain situations and given certain conditions. The combination of feeling more able to deal with one's personal problems and yet recognizing the control powerful others maintain, is illustrated in the subjective evaluation supplied by one student in this study.

In some aspects I feel I have less control of my personal life. This problem is mainly due

to the happenings of last week. Where I live the zoning laws restrict the number of boarders in the house to two. The previous two years there have been four boarders with no complaints but all the boarders have been white. Presently, one of the boarders is a graduate student from Kenya. The neighbors have signed a petition causing one of us to move out. Since the owner can't and isn't and since we feel that Nzuve (zoo-vay) shouldn't leave, it is between myself and the one other. We both want to stay because it is a really comfortable, upper-middle class house. This compounded by a cold that has drained me physically has left me in a depressed state. I realize the people have their legal rights, it's their attitude I dislike. Well, anyway I suppose prejudice is one of those things we have to live with, I know I have mine. I feel the course has helped me deal with myself. I only wish that we could have some method of refreshing the techniques used during the course (Case Number 04).

Analysis of Feeling Trends

This study originally hypothesized that as a result of the intervention, participants would experience increase in positive affect and decrease in negative affect in their lives. An informal evaluation of Bradburn's interview items pre-intervention and post-intervention responses indicate trends toward reduced negative affect and increased positive affect (See Tables 2 and 3), although tests of significance described earlier were not descriptive.

In considering responses of individuals who were enrolled in both classes, respondents report fewer instances of negative affect, specifically of feeling "depressed or unhappy," "lonely or remote," "restless," and "feeling angry and feeling bored," on post intervention interviews

Table 2

Feeling Trend Analysis: Negative Affect

Category	Never Pre	to Rarely Post	Several Times Pre	to Often Post
Depressed or Unhappy	55.5%	30.0%	44.4%	30.0%
Bored	55.5%	70.0%	44.4%	30.0%
Angry	44.4%	65.0%	55.5%	35.0%
Lonely or Remote	44.5%	60.0%	55.5%	40.0%
No Motivation	66.6%	60.0%	33.3%	40.0%
Restless	33.6%	70.0%	56.7%	30.0%
Too Much To Do	55.5%	40.0%	44.4%	60.0%
Vaguely Uneasy	77.8%	70.0%	22.2%	30.0%

Table 3

Feeling Trend Analysis: Positive Affect

Category	Never to Pre	Rarely Post	Several Times to Pre	Often Post
On Top of the World	66.6%	30.0%	33.3%	70.0%
Excited or Interested	50.0%	25.0%	50.0%	75.0%
Pleased due to Accomplishment	61.1%	50.0%	44.4%	50.0%
Proud due to Compliment	33.3%	30.0%	66.7%	70.0%

as compared to pre-scores. Respondents reported similar amounts of negative affect due to feeling no motivation, too much to do, and vaguely uneasy. Positive affect is reported to have increased from pre- to post-interviews, in terms of feeling "on top of the world," "excited or interested," and "pleased about an accomplishment."

Nearly every respondent reported improved feelings of self-acceptance and acceptance of others on the subjective evaluation. These feelings of acceptance may be responsible for fewer feelings of depression and loneliness, reported on the Bradburn measure of well-being. Two students reported in their subjective evaluations that the courses increased their motivation, that they were working harder than usual. One student who enrolled in the

Humanistic Curriculum course only, wrote, "I feel the course affected me because it made me feel I had to get more involved in things—apply myself more—because of this, I am trying harder towards my scholastic achievement this year! (Case Number 09)."

Understanding feeling trends may be more complicated than is first apparent. Bradburn and Caplovitz (1965) discovered that as the capacity to experience affect increases, the probability of experiencing both positive and negative affect increases. Thus, experiencing less negative affect may not be a preferred state in improving sense of psychological well-being, as is initially indicated. According to Bradburn, achieving a balance of positive and negative affect is significant in promoting sense of well-being. One young woman in her subjective evaluation described the change in feeling trends which she experienced as a result of the intervention.

In the past two and one half months, I have been aware of both feelings, negative and positive, and in an increase of these feelings. Experience wise, I've noticed more positive than negative ones. I feel summer school has let me face the negative and positive feelings in my life, but not actually increase them in number. I feel the same amount has always been there, but I just wiped them from my mind if they're painful (Case Number 06).

Worry as a Measure of Well-Being

Bradburn includes worry as a dimension of psychological well-being. In asking participants if they worry more, less, the same, or never, these days as compared to earlier times, reports of worry seem to have increased on post-reports as compared with pre-intervention reports.

Table 4
Comparing Worry to Earlier Periods

	Worries More	Worries Less	Worries Same	Never Worries
Pre	18.2%	45.4%	36.4%	0.0%
Post	30.0%	20.0%	50.0%	0.0%

As with other variables such as the one indicated on the interview by the question, "In general, do you seem to be having an easier or harder time of it," Bradburn does not define "worry." On subjective evaluations, several participants reported a change in their worry habits.

This fall has brought new worries for me and I still worry. But somehow it doesn't seem to affect me the way it did before. Am I making sense? I may worry about our financial situation but it doesn't put a drain on my energies as it did before (Case number 16).

To some, worry may connote more psychological attention to one's internal states and/or to the quality of one's relationships, or interpersonal functioning. "Worry" in these terms might increase one's sense of well-being if it acts as a catalyst to new ways of being. This kind of "worry" may increase as a result of the type of intervention used in this study, one which invites self-exploration.

Worry needs further clarification and defining in order to understand the apparent trend towards more worry from pre- to post-interviews and in order to understand its relationship to well-being. Perhaps, defining how worry differs from anxiety in terms of well-being may be helpful. Bradburn defines anxiety: "Anxiety is a response to a danger that is not clearly understood by the subject, presumably a threat that has been repressed, whereas fear is a response to an objective danger of which the subject is aware (Bradburn and Caplovitz, 1965, p. 79)." Worry items are separated from anxiety items on the interview. "Debilitating worry" or anxiety obviously would result in decreased sense of psychological well-being; while concern which motivates change might result in an eventual increase in sense of psychological well-being.

One student indicated that he experiences more thoughtfulness and concern regarding relationships, that he is no longer complacent in this sense. Although he

describes himself as more evaluative, he also describes himself as generally more positive and appreciating of friends. "I find I am evaluating friendships and their worth much more—their dependability and the genuineness—I am looking at people more for their good points (Case Number 09)." This change may indicate increased concern which has a supporting influence on sense of psychological well-being.

One woman conclusively cites Education of the Self as responsible for reduced worry in her life, "I have not worried about outcomes and have found myself with more positive feelings about my decisions as a result of Education of the Self (Case Number 18)."

Well-Being and Indicators of Anxiety

The Bradburn interview includes various indicators of anxiety, for example: Difficulty getting to sleep or waking up, increased smoking, and the presence of psychosomatic illnesses, such as dizziness, rapid heart beat, loss of appetite and nervousness. For these anxiety indicators, no substantial difference occurred between respondents pre-interviews and post-interviews. In attempting to assess change in psychological well-being, as a result of the Cuban Missile Crisis in 1963, Bradburn and Capolwitz (1965) report that perhaps their interview may not have been a fine enough sieve to measure subtle changes in sense of well-being. Change in sleep patterns, appetite and

physical health are obvious and dramatic, perhaps requiring a more dramatic intervention to effect a change in them, than the more subtle intervention used in this study. As one respondent

I think the summer school courses gave me a clearer perspective on where I'm going. They didn't change me drastically and suddenly, but subtly and they're continuing to affect me (Case Number 16).

Relationships and Well-Being

Unfortunately for this study, the Bradburn Measure of Psychological Well-Being limits information about relationships primarily to intimate relationships between men and women, e.g., traditional roles such as husband, wife, boyfriend, girlfriend, fiancée, etc. Since many individuals in the study were not involved in such relationships and/or did not answer the items referring to ease and difficulty in these relationships, the interview did not provide as much specific information on this subject as might have been hoped. Items reflecting responses in personal relationships might have elicited important information on this subject had they not been sexist in nature and directed toward people in traditional relationships only. The population for which Bradburn's interview was originally intended was perhaps different from the more academic population of this study; his population included many blue collar workers and members of traditional families for whom these questions might have made more sense.

Some questions on the interview were stated as applied to family members or anyone you live with. Unfortunately these questions seem limited to what others did to the respondent that might increase or decrease well-being rather than new behaviors, actions taken, responses of the respondent in the relationship which made the relationship more or less satisfying. An example of this type of question is "Did anyone in your family (anyone you live with) do anything during the week which particularly pleased you or made you happy? . . .bothered you or upset you?" These type questions may indicate positive and negative affect which resulted from others' behavior, but give little information about the respondent's growth in personal relationships during the period studied. A tentative inference might assume that what an individual codes as pleasing or upsetting might change as a result of the intervention; however, such an inference is not conclusively available from the data on those items.

Information regarding change of psychological well-being as a result of changes in personal relationships, is evident in some individual's subjective evaluation of the effects of the intervention. One woman had reported during the course that she had extreme difficulty in relating to her father since childhood and intentionally stayed away from home in order to avoid potential conflicts. This same woman wrote in her subjective evaluation of the course:

I went home once after the class—right before school started this fall semester. It went really well. I had a few conflicts with my dad, but everything ran smoothly for a change. My father is changing somewhat—mellowing with age. And I felt a lot more open minded and understanding of myself from your course. So I think everything is out in the open more for me, and therefore more conquerable on my part. I tried to explain it on the survey, but it's hard for me to put down. A feeling is just unexplainable you know (Case Number 02).

Another student reported changes ". . .prior to the classes, some people bothered me because of the way they were. I can't explain how, but since I accept myself better I accept them (Case Number 05)." A married woman with five children, who struggled during the class to break out of traditional role expectations and find significant relationships in a conservative community, wrote:

The insights I gained about myself and the patterns of behavior that control me have helped me to accept myself more and I am better able to deal with other people's put-downs. I feel I am better able to defend myself from toxic influences on me. (Case Number 07).

Other students also described how the courses affected the ways they relate to other people:

I found through the courses that I am accepted for Judi and all people, no matter who, have fears just as well. I look towards people much more positively, realizing that they have feelings also. I have always known that but never bothered to pursue it (Case Number 08).

Even though I didn't work on a "pattern" in the course, or to the fact that I was satisfied with myself the way I was, I find myself being more aware of other people's problems. Their problems are making me slow down and spend some time with them, trying to help them solve their problems. . . . I thought before that I was a strong person

but now I feel that I'm even stronger by taking these classes (Case Number 11).

I am experiencing more positive social experiences and therefore more positive feelings. I feel I have a more positive self-image, and have better ways of understanding people. I am more in control of my personal life. The courses helped me to clarify patterns, offered ways of more self-knowledge, and ways of healthy interaction (Case Number 14).

I'm much more tolerant of others. Accepting and understanding myself and others has enhanced my personal relationships. Another very important factor that has increased my sense of well-being is that I'm sharing a very loving relationship. . . . The remarkable thing is that our relationship began its "upsweep" during the period that I was enrolled in Education of the Self (Case Number 22).

Professional Changes

This study is based on the hypothesized difficulty encountered by teachers and their need for psychologically supportive in-service education. It is interesting to note, therefore, that on both pre-intervention and post-intervention interviews, eighty-eight point nine percent (88.9%) of the teachers questioned reported that they did not feel their job requires too much of them. When asked to consider job satisfaction in general, fifty percent (50%) responded "very satisfied" on pre-test interviews while seventy-five percent (75%) of the population responded "very satisfied" two and one half months after the intervention on post-interviews. It is possible that although these teachers did not consider the jobs too demanding prior to taking the courses, the two courses positively affected job satisfaction in some way.

Most respondents referred to personal growth rather than professional growth on the subjective evaluation, although asked to do both. Increased professional satisfaction was hypothesized to be a result of the intervention in this study, along with increased personal satisfaction. The twenty-five percent (25%) increase in people responding "very satisfied" with their jobs after the intervention, may indicate some effectiveness of the intervention in this area. This study although intended for in-service and pre-service teachers, included some undergraduates who were not education majors; not involved in teaching or any other professional internship when responding, the professional growth item was irrelevant for them.

However, several working teachers and student teachers described changes in their professional experiences as a result of the courses. One woman who works with children in public schools as a speech-therapist wrote, "I feel more dedicated as a teacher and more accepting as a person (Case Number 05)," although she was unsure to what extent "the positive experience of the courses" was responsible for this change. Another woman who had very recently left a teaching experience in an authoritarian, traditional, parochial school during mid-year, wrote, "Although I am at a stand still professionally (not working) many of the problems I have experienced in teaching were defined better and clarified for me (Case

Number 07))." This clarification seemed very badly wanted and very appreciated during the classes. She continues:

The proof for me that the classes were beneficial is the fact that I frequently recall the experiences with pleasant memories. One of the most meaningful elements of the class experience was that it brings hope. I came away feeling hopeful and still do (Case Number 07).

A student teacher wrote, "I feel I am having a much easier time (as a result of the course)—find I am being myself much more professionally with my students (Case Number 08)."

A teacher with ten years teaching experience wrote:

Professionally, I am strong and constantly amazed at my ideas. School is going well with some challenging students (behaviorally)! I've been using some ideas from Humanistic Curriculum course—Note! During the summer I really was uncomfortable on the floor. This year I begged a carpet for the back corner of the class room and spend much time there with groups or the entire class (Case Number 16).

This change may be simply a matter of becoming more accustomed to joining students on the floor. It may, however, imply a psychological comfortableness with less formal, more intimate, ways of sharing with her sixth grade students. The change must have had some personal significance for this teacher, since she chose to write about it in her subjective evaluation of the courses.

A team teacher in an open space school, with six years teaching experience, described specific changes in her professionalism as a result of personal growth gained through the courses:

I do think the summer school classes were a turning point in my life. I would not consider myself an unhappy person before taking the courses, rather an unsatisfied person for I took very few risks. Since the courses I feel more confident, and know I am more assertive. I am happy and satisfied with the things I am doing.

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Now that the school year has started I spend much of my time in the classroom, or preparing activities for classroom use. I am happier this year than I have been in the past. One of the most obvious improvements is that I have more energy to use in the classroom and in preparations.

Another improvement is that I have accepted the position of leader in the classroom. Until now I have hesitated to give direct instructions to my aide. Things were not always done as I felt they should have been. Also, some situations were handled differently than I wanted them to be. Now as a professional, I realize I do have the right to give directions, and establish procedures.

It is also easier for me to offer and receive suggestions. And, I have actually said, "No, I don't want to see the movie today." I do not feel that I am withdrawing from the other team members, but rather I am working independently from them when it is necessary. I feel confident enough to do this.

Right now I feel very good about myself. . . . I cannot give too much credit to the courses; I expected a great deal from them, and received even more than I expected (Case Number 13).

In assessing if the intervention affected professional growth and in order to learn if ones sense of relationship with ones co-workers (feeling very much a part of the group), is related to sense of psychological well-being, a Pearson Correlation Co-efficient was computed. Connectedness was

found to be correlated with sense of well-being, $r = .5111$. Connectedness was found to be negatively correlated with negative affect, $r = -.6424$. As one feels less a part of the group, negative affect increases. Whether connectedness and sharing (the tendency to discuss one's worries with others) were affected by the intervention is unclear from the data. Subjective reports, however, indicated more willingness to share one's vulnerabilities after learning that others had similar ones. "I feel that my experiences from the one class, Education of the Self, helped reveal to me or assured me that others from many backgrounds had similar difficulties with being our true selves in associations. This helped to fortify me in thinking that I am very much like others and this helps me to feel somewhat better about myself (Case Number 20)."

Summary

Although the data acquired from formal instruments is inconclusive and limited due to a small sample with no random assignment of participants to control and experimental groups for comparison, item analysis gives some information about possible effects of the intervention. Personal power became more internalized to a significant degree when comparing pre-intervention scores with post-intervention scores. It is difficult to determine what effects the intervention had on a composite well-being score and rather any significant differences did occur as a result of the courses, but

analysis of the component feelings involved in the composite score of well-being indicates that perhaps some improved feeling states occurred after the intervention as compared to before. Worry seems to have increased after the intervention, but this may be a result of introspection encouraged in the courses and eventually result in more satisfying personal and professional responses. Job satisfaction appears to have improved slightly from pre- to post-interviews, but no conclusive statements linking this improvement to the intervention can be made. It is interesting to observe that well-being seems to be correlated with sense of personal power and that sense of well-being appears to have a correlation with feeling "very much a part of the group" at work. These trends and "apparent" changes need to be verified on a larger population with a control group in order to be considered conclusive.

What may be more meaningful than the objective data gathered are the evaluations of effects of the courses written by participants in the study. Individuals consistently wrote that they feel more self accepting and more tolerant of others. Individuals described improved relationships with significant others and more control over their personal lives. Others reported decreased or changed experience of worry and increased energy and motivation. Many teachers discussed professional changes resulting from personal growth gained through the courses. Judging from

the subjective evaluations, changes occurred which increased positive affect and decreased negative affect, and therefore, changes may have occurred in sense of psychological well-being. It is not possible to make conclusive statements as a result of this study, but it is possible to suggest that information gained from this work supports the importance of future investigation into psychological well-being, locus of control, and the personal-professional growth of teachers.

C H A P T E R V

CONCLUSIONS AND IMPLICATIONS

This chapter will summarize previous chapters, and in so doing, will recall the findings and the limits of this study. Next, it will describe the unique focus of this study, and finally will suggest directions for future investigations of the issues addressed here.

A Summary

Teaching is a difficult and demanding job. Although humanistic education has promised more meaningful experiences for teachers as well as students, in-service training in humanistic education has been chiefly limited to teaching teachers strategies to use with their students in the classroom, and has not often addressed the needs of the teacher as person. The purpose of this study has been to promote sense of psychological well-being in teachers and pre-service teachers.

Chapter I describes the structure of psychological well-being as hypothesized by Bradburn at the University of Chicago; psychological well-being refers to a balance of positive and negative affect in one's life. Well-being has been referred to by many writers, including Aristotle

and William James. These writers, along with Bradburn, consider psychological well-being and happiness as the same construct. In Chapter I, the human need for equilibrium and the theories of Piaget and Festinger were cited as providing motivation for affect balance.

The intervention used to promote this well-being, affect balance, is the combination of two courses: Education of the Self and a Survey of Humanistic Curriculum. The first course is expected to reduce negative affect and increase positive feelings by teaching skills for changing one's self-defeating patterns of response. Humanistic Curriculum is expected to increase sense of well-being by teachings skills which enable the teacher to be more effective in his/her profession. These skills should help teachers help students with personal problems and make content teaching more relevant to student's needs.

A secondary purpose of the study sought to determine if sense of personal power, or internalized locus of control, is related to sense of well-being in teachers. The Humanistic Curriculum course and the Education of the Self course, if effective, were expected to demonstrate to the teacher that he/she can have some control over creating a personal, productive learning environment for students, and in choosing non-patterned, self- and other-supporting responses in personal relationships. This study sought to learn if personal power is increased as a result of the

intervention, and does internalized locus of control correlate with improved sense of psychological well-being.

Chapter II includes a review of the literature on positive and negative affect, locus of control, and humanistic in-service education. The Hamlin-Herzberg (1961) theory of Motivational Hygiene and its relationship to positive and negative affect is discussed. Bovard's (1962) neuro-physiological explanation of the reciprocally inhibitory effects of positive and negative affect is cited.

Locus of Control is seen as related to psychological well-being because characteristics eliciting positive affect are attributed to internally controlled individuals while the opposite is true for externally controlled persons (Feather, 1959; Merton, 1946; Seeman, 1959; White, 1959; Angyal, 1941; McClelland, Atkinson, Clark and Lowell, 1953; Crandal, 1963; Phares, 1962; Rotter, 1968; Seeman and Evans, 1962; Gore and Rotter, 1963; Seeman, 1964; Straits and Sechrest, 1963). The pioneering work of Rotter (1968) in constructing an Internal-External (I-E) Locus of Control Measure is cited. Levenson improved on Rotter's original scale in order to clarify three separate dimensions of locus of control. This new measure includes Internal items, Powerful-other items, and Chance or Fate items, which elicit three scores rather than one score. Levenson's measure was constructed in order to correct contradictions involved with the Rotter instrument; for example, including

those who believe in powerful others and those who believe in chance in one undifferentiated group called Externals is confusing. Levenson's instrument is expected to be more helpful in predicting behavior from locus of control. The Levenson Measure is used in this study.

Finally, Chapter II reviews the literature associated with humanistic education and in-service training of teachers. It seems that most humanistic training is still limited to classes in theory and strategies. Exceptions to this are the teacher education philosophies of Brown (1971), Combs (1968), and Carkhuff (1971), which recognize the needs of the teacher as person. Generally, however, the literature on humanistic programs in pre- and in-service teacher training seems to be teaching humanistic strategies for use by the teacher in the classroom.

Chapter III describes this study as a one group pre-test/post-test, quasi-experimental design. No control group existed for comparison since the study was conducted at Frostburg State College (Maryland) where students registered for courses to meet requirements toward Bachelors and Masters of Education. Generalizability is not possible from this study, not only because random assignment to control and experimental groups is missing, but also because the number of students enrolled in the courses was small (Education of the Self, $N = 18$; Survey of Humanistic Curriculum, $N = 16$; both courses, $N = 14$).

Participants were measured on Bradburn's Affect Balance Scale and Levenson's Measure of Locus of Control before the courses began and again two and one half to three months later. Descriptions of these measures are contained in Chapter III and samples of each are contained in Appendix 2. Increased sense of psychological well-being and a more internalized locus of control were hypothesized to result from the intervention. Sense of well-being and locus of control were expected to be positively correlated.

Results from the pre-test and post-test measures were compared in Chapter IV. Locus of control scores were significantly more internalized on post-intervention data. Well-being was found to be significantly correlated with internal locus of control on pre-test data but not on post-test scores. Although no significant improvements in sense of psychological well-being was found, a trend in change of feeling states was observed with fewer reports of negative feelings and more reports of positive feelings on the post-data. Well-being was found to be positively correlated with connectedness to peers at work. This connectedness was found to be negatively correlated with negative affect.

Subjective evaluations included reports of greater acceptance of self and others, more confidence, more motivation, greater experience of feelings in general (both positive and negative), more assertiveness, and improved

personal relations. Teachers and student teachers reported more dedication, more energy, less anxiety, taking a firmer leadership role in the classroom, and more congruence between personal self and professional self, as a result of the intervention. On both pre- and post-data most teachers (89.9%) reported that their jobs were not too demanding. Job satisfaction in general increased twenty-five percentage points (fifty percent reported very satisfied with their job in general on pre-intervention data while seventy-five percent reported very satisfied with their job in general on post-intervention data). This may mean that their working conditions objectively improved; it may mean that they view and/or handle the same jobs differently. Other factors such as time of the year, work load, etc., may explain the increase.

The Significance of this Study

That sense of personal power and psychological well-being may be related is not necessarily a new discovery; this relationship may even be intuitively obvious. However, it is a fact that may be forgotten in some de-humanizing school systems, where teachers feel ineffective in meeting student's needs, powerless in shaping educational philosophy, and unappreciated by administrators, school boards, parents, and the public at large. The teacher as a person has little meaning in such an environment. If this is the case, it is

possible that teachers will have a difficult time implementing a program that recognizes the personhood of each student.

The positive relationship between well-being and sense of connectedness with co-workers indicated by this study is also not a surprising discovery. This fact only serves to emphasize the teacher's need for skills in interpersonal relations in order to maintain a sense of well-being, and, if teaching is viewed as the result of a relationship between student and teacher, the learning of these skills may serve to make the teacher more professionally competent as well. .

It is the teaching of skills in intra-personal and inter-personal relationships that makes this study unique. Most training of teachers (pre- and in-service) is done with the student as focus. Almost never is the teacher's personal growth or well-being an important concern in goals for in-service education. The sense of psychological well-being of the teacher or pre-teacher and his or her sense of personal power and competence were primary issues in this study. Teacher described increased sense of personal power and professional effectiveness as a result of the intervention based on informal reports. An apparent increase of positive and decrease of negative affect were indicated on the more formal measure in feeling trend analysis. Conclusions must be tentative for such a small sample, but it seems that teachers can learn skills which

may increase positive affect and decrease negative affect in their lives, and which give them a more internalized sense of power. If this is true, the potential use of these skills by teachers could be dramatic. Teachers demands are not often heard and less often met in some school systems. System change can be slow and painful. Teachers can not often depend on good working conditions, responsive students, and congenial co-workers; nor do they have any guarantee of supportive principals and supervisors. What they may be able to use then are skills to nurture themselves in difficult environments, and personal understanding and insights in order to improve relationships with self, students, peers, and administrators. That the combination of the courses Survey of Humanistic Curriculum and Education of the Self seem to provide these skills can be tentatively maintained as a result of this study.

Implications for Future Study

Bradburn has provided an interesting and useful construct in sense of psychological well-being. The idea that sense of psychological well-being is the balance of positive and negative affective is descriptive and helpful in terms of how to intervene in promoting this dimension of mental health. (Various sources of positive and negative affect are defined by items on the interview, for example, social participation as a correlate of positive affect, and

anxiety as a correlate of negative affect.) Bradburn's instrument was intended for use in sociological studies of group mental health. It rendered some useful information in this study; however, much of the demographic data (such as income, parent's birth place, etc.) was not pertinent and could have been eliminated in this study. Some of the items, especially those regarding intimate relationships seemed traditional, possibly sexist, and perhaps inappropriate for use with a group of pre- and in-service teachers. Bradburn and Caplovitz have made a significant contribution to the study of psychological well-being and what effects it. It would be helpful for educators to consider their work and elaborate from it, in order to understand the components of psychological well-being of members of the school community (students, teachers, etc.).

This study was a small beginning in applying the theory of sense of psychological well-being to an educational setting. It assumed that psychological well-being is an important characteristic for the teacher as person and for the teacher as professional. The informal reports written by teachers in this study regarding personal and professional growth seem to indicate that this assumption may be true. However, the relationship between teacher well-being and teacher effectiveness must be clarified by more substantial research if "achievement" minded school systems are to approve and finance in-service training for the personal

education of teachers. In order to conduct such research, a more appropriate measure of sense of psychological well-being of teachers is needed, perhaps using the Bradburn instrument as a basis.

The dilemma may be that school systems where teachers are not considered persons with needs of their own may be the last to sponsor in-service training which teaches teachers how to have their needs met. This places the responsibility on teacher preparation programs in higher education to develop undergraduate and graduate curriculum which teaches personal skills and to conduct hard research which will make strong statements to school systems regarding the relationship between teacher's sense of psychological well-being and teacher's effectiveness.

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APPENDIX A
COURSE OUTLINE

Proposal for 26.490 A - Special Topics in Education

1. Name of proposed course: Survey of Humanistic Education Curriculum
2. Proposed for Summer semester, 1977.
3. Brief course description: Through lecture, readings, analysis and class presentations, students will be exposed to some of the major curriculum models in Humanistic Education, will have the opportunity for teaching samples of these models, as well as consider the dynamics of implementing these in their own classroom. (Also see class outline accompanying this form.)
4. Course Objectives (in terms of desired student outcomes):
 - A. Students will be able to state the philosophy and goals of each model studied in group discussion.
 - B. Students will demonstrate understanding of teaching procedures of the models by teaching a sample lesson to the class.
 - C. Students will identify in a written paper the dynamics of using one of these models in their classrooms (i.e. available support for and obstacles to implementation, as well as adaptations the individual would make in the model for implementing it in his/her classroom.)
5. If this course covers a content area currently taught in the Education Department by someone other than the proposer, has that instructor been informed? I do not think this is the case for this course.
6. Proposed Student Evaluation System:

Fulfillment of the first objective listed in item 4 will result in Grade "c". Fulfillment of the first two objectives will result in Grade "B". Fulfillment of the three objectives listed will result

in grade "A".

7. Need for course (why it should be offered and estimated enrollment):

Investigation of humanistic educational philosophy and readings do not alone give teachers impetus to use techniques or curriculum models in a systematic way. However, this investigation and reading plus actual experimentation by teaching and participating in sample lessons, should increase knowledge of the model and give incentive for experimentation and adoption in one's own classroom.

Because I intend to do publicity of this course beyond the normal announcements done by the college, I anticipate an enrollment for this course of approximately twenty persons.

8. Instructor (attach resume of instructor, if course is approved, a transcript will be necessary): Dianne Sirna Mancus (see attached resume).

APPENDIX A

.

COURSE OUTLINE

EDUCATION 26.490 A

A SURVEY OF HUMANISTIC EDUCATION CURRICULUM

Prepared by: Dianne S. Mancus

- I. Historical Perspective of Humanistic Education (lecture), 2 sessions
 - A. Humanism of the Renaissance
 - B. Progressivism and John Dewey
 - C. Curriculum Reform Movement of 40's and 50's
 - D. Piaget & Brunner
 - E. Johnson and the War on Poverty
 - F. Radical Criticism of the 60's
 - G. Role of Social Psychology, Group Dynamics, Kurt Lewin, etc.
 - H. Maslow and Third Force Psychology
 - I. Carl Rogers and Client Centered Therapy
 - J. Theater and Humanistic Education Techniques
 - K. Existentialist Philosophy
- II. What is Humanistic Education, (reading and discussion) 1 session
 - A. Article by Gerald Weinstein in Meforum, published by Humanistic Applications Cluster, School of Education, University of Massachusetts
 - B. What is "personal knowledge?"
 - C. What is meant by a "curriculum of concerns."
- III. Overview of some Curriculum Models (lecture), 1 session
 - A. Values Clarification, Sidney Simon
 - B. Philadelphia Affective Education

1. Reach, Touch & Teach, Terry Borton
 2. "What, So What, Now What" model.
 3. Process oriented education
- C. Self-Knowledge Education
1. Toward Humanistic Education, Fantini and Weinstein
 2. Ford Curriculum
 3. Montague Project
- D. Human Development Project, The Magic Circle, George Bessell
- E. Achievement Motivation, Alschuler and Jackson, Developing Achievement Motivation
- F. Confluent Education, George Brown, Human Teaching for Human Learning
- G. Synectics and Creativity
- IV. Class Planning Session (two sessions)
- A. Choosing model that appeals to the individual
 - B. Grouping and division of work and research
 - C. Pooling knowledge gained through research and preparing for presentation
- V. Group Presentations (8 to 10 sessions)
- A. Statement of philosophy, goals and objectives of model presented.
 - B. Sample lesson/experience
 - C. Discussion of teacher training and staff development for model
 - D. Evaluation and maintenance for model in a school system, currently used.

- VI. Implementation in individual's classroom. (4 sessions)
- A. Statement and discussion of humanistic education models already used in classrooms of class members
 - B. Discussion of written papers concerning difficulties and support available for implementing one model in the student's classroom.

Proposal for 26.490 B - Special Topics in Education

1. Name of proposed course: Education of the Self
2. Proposed for Summer semester, 1977.
3. Brief course description: In a nonthreatening, supportive environment, students are given opportunities to become observers of their own behavior and to identify patterns of responding in their behavior. Using a powerful tool for gaining self-knowledge, Weinstein's Trumpet, the student will then assess the function and cost of the pattern, consider alternative responses, and actually try on alternative ways of responding if they feel it appropriate. Built into this course is peer counseling, wherein individuals in pairs take turns helping each other with pattern identification and in practicing new responses. See accompanying book, Education of the Self, A Trainer's Manual.
4. Course Objectives (in terms of desired student outcomes):
 - A. Students will identify patterns of personal response, documented in their journals, in a final letter to the instructor, and in continuous interaction with class members/partners in peer counseling.
 - B. Students will take this identified pattern(s) through Weinstein's Trumpet with verbal coaching of the instructor and verbal and non-verbal support of the peer counselor, making periodic notes in his/her journal.
 - C. Student will help peers through Trumpet by attentive listening, and non-judgmental, non-evaluative questions and re-statements, as well as helping the peer to work within the framework of the

Trumpet by using specific questions learned from Instructor.

5. If this course covers a content area currently taught in the Education Department by someone other than the proposer has that instructor been informed? Not an issue for this course.

6. Proposed Student Evaluation System:

This course is very personal and does not lend itself for evaluation by grade. However for those who do not take the course pass/fail, the final system is proposed:

Regular Class Attendance and keeping of Journal necessary for grade of "C".

Meeting requirements for "C" plus a letter to the instructor describing pattern(s) identified and worked on in class, necessary for grade of "B".

Grade of "A" is reserved for those persons who fulfill requirements for "B" and feel that they have worked actively on pattern identification and its evaluation, and on trying-on of a new response if that seems appropriate.

7. Need for courses (why it should be offered and estimated enrollment):

Classroom teachers are in an environment which makes enormous demands on them emotionally, mentally and physically. Their own subtle, personal patterns of response to stressful situations can support them and facilitate a healthy classroom eco-system. On the other hand, some response patterns cost more than they get the teacher, some can mercilessly destroy self-esteem, personal and professional relationships, and the students, who cannot escape them. Giving the teacher a forum and tools to assess and change patterns will have

reverberating effects.

Humanistic Education will be most readily accepted and implemented in the schools when teachers have first hand experience of its value in terms of their own personal growth. If we accept that understanding and resolution of personal concerns are valid goals of education, then the classroom teacher, as well as his/her students, has a right to learn tools, skills and insights which facilitate this in both their personal and school lives.

8. Instructor (attach resume of instructor; if course is approved, a transcript will be necessary): Dianne S. Mancus (see attached resume)

Course outline which follows on the next page is from the book:

Education of the Self, A Trainer's Manual

by Gerald Weinstein, Joy Hardin, and Matt Weinstein, copyright 1976, by
Mandala, P.O. Box 796, Amherst, Massachusetts 01002

Since each session is carefully outlined in the book, written after
eight years of refining the course at the University of Massachusetts
by Gerald Weinstein and others, it seems there is no need to describe
the exercises in the course in any more detail. This course draws on
Transactional ^AAnalysis, Gestalt Therapy, and Re-evaluation Counseling,
and is made more helpful by the addition of Weinstein's Trumpet.

Education of the Self: A Course Outline

SESSION I

Topics: Introductions

Objectives: To get acquainted with each other and instructor
To feel comfortable with course
To experience data collection on low-risk exercises

Procedures: Warm Up (Bumpity-Bump-Bump Game)
Vegetable Name Game
Introduction to Course
Forced Choices Exercise
Concentric Circle Unfolding

SESSION II

Topic: A Cooke's Tour of the Trumpet

Objectives: To get experiential and applied understanding of the
Trumpet process. To get a sense of taking oneself through
the Trumpet.

Procedures: Warm up: Elephant and Giraffe
Mini-lecture of Trumpet
Trumpet Processing Guide
Picker-Pickee Exercise
Processing with the Trumpet

SESSION III

Topic: Working with the Trumpet

Objective: To get further practice in using the Trumpet

Procedures: Warm up
Fantasy-Aggression Exercise

Trumpet Run-Through in Trios

SESSION IV

Topic: Introduction to Transactional Analysis (TA)

Objective: To experience the cognitive constructs of TA

Procedures: Warm up

Introduction to TA

Volunteers

Chairs

Volunteers through the Trumpet

SESSION V

Topic: The Parent Ego State

Objective: To begin to hear one's own Parent tapes.

Procedures: Warm up (Quick Line-up)

Greenhouse Fantasy Seed Sentences

Ten Commandments of Present Peer Group

Crushers

Parent Interviews

Parent in Specific Situations

SESSION VI

Topic: The Child Ego State

Objective: To hear the three aspects of the child ego state,
the Natural Child, the Adaptive Child, and the Little
Professor.

Procedure: Milling and Thumb Conversation

Writing Names Slowly

Nicknames

Adaptive Child-Parent Role Play

You Have It: I Want It

Good Child/Bad Child Exercise

Trust Walk

SESSION VII

Topic: The Adult Ego State

Objective: To inventory the role of the adult ego state in transactions with self.

Procedure: Warm Up: Group Cheer

Ego State Shuttling

Ego Portraits

SESSION VII

Topic: Forming Assist Groups

Objectives: To systematically and efficiently negotiate the formation of triads as assist groups.

To create a safe environment within each assist group.

Procedures: Five Round Assist Group Formation

Working in Assist Groups

Creating a Safe Environment Exercises

SESSION IX

Topic: Pattern Clarification

Objective: To get fullest sense of how one's pattern operates

Procedures: Warm up (Pretzel)

New and Goods

Report Back on Patterns

Memory Scan

Notes from the Director

SESSION X

Topic: Patterns and Price

Objectives: To own one's pattern and assess its short comings

Procedures: Warm-up Crushers

Advertisements

Consequences of the Pattern

Re-direction

SESSION XI

Topic: Contracts

Objective: To generate and agree to carry out try-on experiments

Procedure: Warm up

Brainstorming

Contracts for Try-Ons

SESSION XII

Topic: Working With Try-Ons

Objectives: To elevate success of try-on experiments

Procedures: Warm-up

Evaluate Try-Ons

Fantasy: Going Against the Pattern

Further Contracts for Try-Ons

APPENDIX B
INSTRUMENTS

THE UNIVERSITY OF CHICAGO
DEPARTMENT OF BEHAVIORAL SCIENCES
GREEN HALL • 5848 S. UNIVERSITY AVENUE
CHICAGO • ILLINOIS 60637

104

March 30, 1977

Ms. Dianne Sirna-Mancus
Apartment 148 Mt. Sugarloaf
Sunderland, Massachusetts 01375

Dear Ms. Sirna-Mancus:

The interview schedule, which contains the items making up the affect balance scale is contained in an appendix to my book The Structure of Psychological Well-being, Aldine Publishing Co., Chicago, 1969. You are free to use all or any part of it in your own work.

Some others have used the affect measures in before and after designs for evaluating the effectiveness of certain programs, e.g., hot meal program for the elderly, manpower training programs. From the reports I have had, it looks as if it is a useful measure for such purposes.

Good luck in your project.

Sincerely yours,

Norman M. Bradburn

Norman M. Bradburn

NMB:gs

Appendix 1

Long Form Personal Interview

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NORC
Survey Number 446
Confidential

NATIONAL OPINION RESEARCH CENTER
UNIVERSITY OF CHICAGO

Long Form Personal Interview

Assignment Number _____ Case Number _____

NAME _____

ADDRESS _____

RECORD OF CALLS

DATE	TIME	RESULTS
1st		
2nd		
3rd		

Notes:

HOUSEHOLD ENUMERATION AND SCREENING FORM

(INFORMATION MAY BE PROVIDED BY ANY ADULT RESIDENT OF THE HOUSEHOLD.)

- I. How many people are living in this household? (Be sure to include all children living in the household, people temporarily away, roomers, etc.)

ENTER NUMBER ABOVE.

- A. What is the name of the head? The next person? (ENTER NAMES IN COLUMN A OF THE HOUSEHOLD ENUMERATION TABLE.)

- B. What is (his) (her) relation to the head? (ENTER RELATION IN COLUMN B.)

- C. ENTER M FOR MALE OR F FOR FEMALE IN COLUMN C.

- D. How old was (he) (she) on (his) (her) last birthday? (ENTER IN COLUMN D.)

- E. What was the last grade (or year) of school (PERSON) completed? (ENTER IN COLUMN E.)

QUESTIONS F-I SHOULD BE ANSWERED ONLY FOR PERSONS 14 YEARS AND OLDER.

- F. What is (PERSON'S) marital status? (ENTER IN COLUMN F.)

Never married . . . NM Divorced D

Married M Separated S

Widowed W Married, spouse absent but not estranged . . . MA

- G. At the present time is (PERSON) working, looking for a job, or not working and not looking for work? (ENTER IN COLUMN G.)

Working EMP Not working and not looking . . . NW

Looking for a job . . . UNEMP

- H. What kind of work (does PERSON) (did PERSON) do? (ENTER IN COLUMN H.)

- I. What kind of business (is) (was) that? (What do they make, sell, etc?) (ENTER IN COLUMN I.)

Time begun _____

THE INTERVIEW

- I. Thinking back over the last week (7 days)—for instance taking the things that happened to you and your family during the week and

HOUSEHOLD ENUMERATION TABLE

Answer for Each Person in Household				Answer for Each Person 14 Years Old or Older				
Name (A)	Relation to Household Head (B)	Sex (C)	Age at Last Birth day (D)	Education Highest Grade (E)	Marital Status (F)	Employ- ment Status (G)	Occupation (H)	Industry (I)
1	Head							5
2								6
3								7
4								8
5								9
6								10
7								11
8								12
9								13
10								14
								15
								16
								17
								18
								19

U.S. Census Bureau

the things that happened at work and during your leisure time – would you say that it was an ordinary week or was it different from most weeks?

Ordinary 20-1
Different 2"

*IF "DIFFERENT," ASK A:

A. What was it that made it different?

21-
22-

2. One of the things we'd like to know is how people spend their time. For instance – are you a member of any clubs, organizations, or community groups?

Yes 23-1"
No 2

*IF "YES," ASK A AND B:

A. How many?

B. How many meetings did you go to last week? 24-

None 25-0
One 1
Two 2
Three 3
More than three
(specify) _____ 4

3. Were there any meetings held last week that you usually go to, but did not attend?

Yes 26-8"
No 9

*IF "YES," ASK A AND B:

A. What were they?

27-

B. Why didn't you go?

28-

4. Thinking of visits, telephone calls, or letters, were you in touch with any relatives last week (not counting any who live with you)?

Yes 29-1
No 2

*IF "YES," ASK A AND B:

A. About how many?

30-

B. How many families was that?

31-

5. Now how about friends other than relatives? Did you get together with any friends—I mean things like going out together or visiting in each others' homes?

Not at all 32-0
Once 1
Twice 2
Three times 3
Four or more times
(write number) _____ 4

6. On the average last week, how many times a day did you chat with friends on the telephone?

None 33-4
Less than once a day . . . 5
Once a day 6
Twice a day 7
Three times a day 8
Four or more times a day
(write number) _____ 9

7. Did you meet any people last week (other than those you meet in the course of your work) that you had never met before?

Yes 34-1
No 2

8. (During last week) what was the farthest distance you went from your home other than going to work? (Approximate number of miles one way.)

Did not leave house	35-0
Less than 1 mile	1
1-2.49 miles	2
2.50-4.9 miles	3
5.0-9.9 miles	4
10-24.9 miles	5
25-49.9 miles	6
50-99.9 miles	7
100-199.9 miles	8
200 or more miles	9

A. For what purpose did you go there?

36-

37-

9. A. What is your religious preference?

None	38-1*
Protestant	2+
Catholic	3
Jewish	4
Other (specify) _____	
_____	5

*IF "NONE," ASK 1.:

1. In what religion were you raised?

None	39-1
Protestant	2+
Catholic	3
Jewish	4
Other (specify) _____	
_____	5

†IF "PROTESTANT," ASK 2.:

2. What denomination?

40-

41-

ASK EVERYONE WITH CURRENT RELIGIOUS PREFERENCES:

B. How often have you attended church services or other church sponsored events during the last month?

42-

10. How religious would you say you are—very religious, somewhat religious, not very religious, or not at all religious?

Very religious 43-1

Somewhat religious 2

Not very religious 2

Not at all religious 4

11. Here are some things that people do. Would you tell me if you did any of them last week and, if so, about how often you did them? (HAND RESPONDENT CARD #1 [p. 143].)

12. Do you ever smoke or use tobacco?

Yes 54-1*

No 2

*IF "YES," ASK A AND B:

A. (During the past week) have you been smoking (using it) more or less than you normally do?

More 55-7*

Less 8

Same 9

B. How do you feel about (FORM OF TOBACCO R. USES)? Do you enjoy it, do you worry about it, or what?

Enjoy it 56-1

Worry about it 2

Would like to stop 3

Both enjoy and worry 4

Other (specify) _____

5

Activity	Not at All	Once	Several Times	Every Day	More Than Once a Day
A Read a newspaper 44	0	1	2	3	4
B Go to the movies 45 -	0	1	2	3	4
C Listen to or watch a news program 46	0	1	2	3	4
D Participate in any games or sports activities such as bowling, basket ball, hunting, fishing 47	0	1	2	3	4
E Go to watch any games or sports activities 48	0	1	2	3	4
F Make a bet or gamble 49	0	1	2	3	4
G Read your horoscope 50	0	1	2	3	4
H Go for a trip in the car 51 -	0	1	2	3	4
I Read the Bible 52	0	1	2	3	4
J Eat in a restaurant 53	0	1	2	3	4

13. Do you ever take a drink (beer, whiskey, or any other alcoholic drink)?

Yes 57-1*
No 2†

*IF "YES," ASK A:

†IF "NO," SKIP TO Q. 15.

A. Did you take a drink last week?

Yes 58-5‡
No 6

‡IF "YES" TO A, ASK B-D:

B. About how many times (did you take a drink during the past week)?

Once or twice 59-1
Three-four times 2
Nearly every day 3
Once a day 4
Two times a day 5
Three or more times a day
(specify) _____ 6

C. Is that more or less often than usual?

More 60-1
Less 2
Same 3

D. (During the past week) was there any time (times) when you got high (got so that you were feeling no pain)?

Yes 61-5
No 6

14. How often do you drink (alcoholic beverages) at:

A. Your home?

Most often 62-1
Fairly often 2
Once in a while 3
Almost never 4

B. Friends' home?

Most often 63-6
Fairly often 7

- Once in a while 8
 Almost never 9
- C. Restaurants/bars/clubs?

Most often 64 - 1
 Fairly often 2
 Once in a while 3
 Almost never 4

15. About how many hours a day on the average did you watch television last week?

None 65 - 0
 One hour/day or less 1
 Two hours/day 2
 Three hours/day 3
 Four hours/day 4
 Five hours/day 5
 More than five hours/day
 (write number) _____ 6

Now let's shift from things people do to some things people think about.

16. Everybody has some things he worries about more or less. Would you say you worry more now than you used to, or not as much?

More 66 - 1
 About the same 2
 Not as much 3
 Never worry 4

17. What kinds of things do you worry about most?

67 -

What else?

68 -

18. Do you worry about such things a lot or not very much?

A lot 69 - 1
 Not very much 2
 Other (specify) _____ 3

19. Taking things all together, how would you say things are these days—would you say you're very happy, pretty happy, or not too happy these days?

Very happy 70-7
 Pretty happy 8
 Not too happy 9

20. Compared with your life today, how were things four or five years ago—were things happier for you then, not quite as happy, or what?

Happier 71-1
 Not quite as happy 2
 About the same 3
 Other (specify) _____ 4

BEGIN DECK II

21. We are interested in the way people are feeling these days. I am going to show you a card which describes some of the ways people feel at different times and you tell me whether you felt like that during the past week. (HAND RESPONDENT CARD #2.)

How about the first, during the past week did you ever feel:

Feeling	No	If "Yes," Ask: How Often Did You Feel That Way?		
		Once	Several Times	Often
A. On top of the world	5- 0	1	2	3
B. Very lonely or remote from other people	6- 3	2	1	0
C. Angry at something that usually wouldn't bother you	7- 3	2	1	0
D. That you couldn't do something because you just couldn't get going?	8- 3	2	1	0
E. Particularly excited or interested in something	9- 0	1	2	3
F. Depressed or very unhappy	10- 3	2	1	0
G. Pleased about having accomplished something	11- 0	1	2	3
H. Bored	12- 3	2	1	0
I. Proud because someone complimented you on something you had done	13- 0	1	2	3
J. So restless you couldn't sit long in a chair	14- 3	2	1	0
K. That you had more things to do than you could get done	15- 3	2	1	0
L. Vaguely uneasy about something without knowing why	16- 3	2	1	0

22. Now I'm going to read you several things that some people think about. Would you tell me which ones were on your mind during the past week?

Preoccupation		Not at All	Sometimes	Often
A	Money	17-	6	7
B	Growing old	18-	6	7
C	Work	19-	6	7
D	Marriage	20-	6	7
E	Getting ahead	21-	6	7
F	Bringing up children	22-	6	7
G	Death	23-	6	7
H	The atom bomb or fallout	24-	6	7
I	Personal enemies	25-	6	7
J	Health	26-	6	7
K	Other (specify)	27-	6	7

23. Some people when they are bothered by things like to talk it over with other people, such as their wife, relatives, neighbors, clergymen, or someone else. I'm going to read you several things that people sometimes talk to other people about and you tell me whether you talked to anyone about any of them during the past week.

		If "Yes": Who Did You Talk To? (Anybody Else?)							
Problem	No								Other (Specify)
		Wife	Relative	Neighbor	Friend	Clergy	Professional e.g., Doctor, Social Worker		
A. Not having enough money	28- 0	1	2	3	4	5	6	-	
B. Something that happened at work	29- 0	1	2	3	4	5	6	-	
C. Ways to make money	30- 0	1	2	3	4	5	6	-	
D. Health	31- 0	1	2	3	4	5	6	-	
E. Bringing up children	32- 0	1	2	3	4	5	6	-	
F. People you have trouble with	33- 0	1	2	3	4	5	6	-	
G. Family problems	34- 0	1	2	3	4	5	6	-	
H. Other (specify)	35- 0	1	2	3	4	5	6	-	

24. Did anything happen last week that you felt you couldn't talk about to anyone?

Yes 36-1
No 2

25. Thinking of people (including relatives) whom you consider really good friends—that is people you feel free to talk with about personal things—would you say you have many, a few, or no such friends?

Many	37-5
A few	6
None	7

26. Do you feel you have as many friends as you want, or would you like to have more friends?

As many friends as wants .	38-1
Would like more friends . .	2

27. Compared with your normal feelings, would you say that you had more energy or less energy during the past week?

More	39-1
Less	2
Same	3

28. (During the past week) have you found yourself eating more or less than you usually do?

More	40-5
Less	6
Same	7

29. Do you have any weight problems?

Overweight	41-1
Underweight	2
None	3

30. (During the past week) what time did you usually go to bed?

42-
43-

31. (During the past week) what time did you usually get up?

44-

32. Was the amount of sleep you got (during the past week) more or less than usual?

More	45-1
Less	2
Same	3

33. (Last week) did you have any trouble getting to sleep at night or getting up in the morning?

Trouble getting to sleep . . .	46-6
Trouble getting up	7
Both	8
Neither	9

34. We've been talking about last week. Now, thinking back over the last year, what are the events of the year which have had the greatest effect on you and your family—for better or worse?

47-

What else?

48-

Now I would like to ask you some questions about your health.
35. Were you sick at any time during the past week?

Yes	49-1*
No	2

*IF "YES," ASK A:

A. Did it cause you to cut down on your usual activities?

Yes	50-5*
No	6

†IF "YES," ASK B:

B. In what way?

51-

36. Was anyone in your household sick last week?

Yes	52-1*
No	2

*IF "YES," ASK A-C:

A. Who was it?

53-

- B. What was the matter? 54-
- C. How did this affect your ordinary activities? 55-

37. Did you or anyone in your family consult a doctor of any kind during the past week (for any kind of problem)?

Yes 56-1*

No 2

*IF "YES," ASK A:

- A. What was the reason for seeing him? 57-

38. Have you or anyone in your family ever consulted a doctor or anyone else in connection with a nervous or mental problem?

Yes 58-1*

No 2

*IF "YES," ASK A AND B:

- A. Who was it? 59-
- B. Whom did you (they) go to? 60-

BEGIN DECK III

39. I am going to show you a sheet which tells about different troubles or complaints people sometimes have. For each one please tell me how often you were bothered by such a complaint during the past week. (HAND RESPONDENT CARD #3.)

Symptom		Not at All	One or Two Times	Several Times	Nearly All
A. Back pains	5-	0	1	2	3
B. Cold sweats	6-	0	1	2	3
C. Common cold	7-	0	1	2	3
D. Constipation	8-	0	1	2	3
E. Diarrhea	9-	0	1	2	3
F. Dizziness	10-	0	1	2	3
G. Fever	11-	0	1	2	3
H. General aches and pains	12-	0	1	2	3
I. Headaches	13-	0	1	2	3
J. Loss of appetite	14-	0	1	2	3
K. Muscle twitches or trembling	15-	0	1	2	3
L. Nervousness or tenseness	16-	0	1	2	3
M. Rapid heart beat	17-	0	1	2	3
N. Skin rashes	18-	0	1	2	3
O. Upset stomach	19-	0	1	2	3

40. Now I am going to show you a sheet which tells about some things that people sometimes take to preserve or improve their health. Please tell me how often during the past week you took each of the things listed. (HAND RESPONDENT CARD #4.)

Drug		Not at All	One or Two Times	Several Times	Every Day
A. Aspirin	20-	6	7	x	u
B. Health foods	21-	6	7	x	u
C. Iron supplements	22-	6	-	x	u
D. Laxatives	23-	6	-	x	u
E. Sleeping pills	24-	6	-	x	u
F. Stomach medicine (for indigestion)	25-	6	-	x	u
G. Tonics	26-	6	-	x	u
H. Tranquilizers (nerve medicine)	27-	6	-	x	u
I. Vitamins	28-	6	-	x	u
J. Dietary food for weight control	29-	6	-	x	u
K. Medicine prescribed by a physician	30-	6	-	x	u
L. Others (please specify)	31-	6	-	x	u

Now let's turn to another topic.

41. Are you married, single, widowed, divorced, or separated?

Married 32-1⁺
 Never married 2-
 Widowed 3-
 Divorced 4-
 Separated 5-
 Married, spouse absent 6-

*IF "MARRIED," CONTINUE WITH Q. 42.

†IF "NEVER MARRIED," SKIP TO Q. 53.

‡IF "WIDOWED," "DIVORCED," "SEPARATED," OR "MARRIED BUT SPOUSE ABSENT," SKIP TO Q. 47.

42. Would you say that you spend quite a lot of time, a moderate amount of time, or relatively little time doing things together with your wife?

Quite a lot 33-1
 Moderate amount 2
 Little time 3

43. Did your wife do anything during the past week which particularly pleased you or made you happy?

Yes 34-5*
No 6

*IF "YES," ASK A:

A. What was it?

35-

44. Did your wife do anything (during the past week) which particularly bothered or upset you?

Yes 36-1*
No 2

*IF "YES," ASK A:

A. What was it?

37-

45. Here are some things husbands and wives often have differences of opinion about. Would you tell me which ones have been problems for you in your marriage and whether they caused any differences of opinion or problems during the past week? (HAND RESPONDENT CARD #5.)

Topic		Rarely Is a Problem	Is a Problem Sometimes but Not Last Week	Was a Problem Last Week
A Time spent with friends	38-	0	1	2
B How the house looks	39-	0	1	2
C Household expenses	40-	0	1	2
D Being tired	41-	0	1	2
E Being away from home too much	42-	0	1	2
F Disciplining children	43-	0	1	2
G In-laws	44-	0	1	2
H Not showing love	45-	0	1	2
I Work	46-	0	1	2
J How to spend leisure time	47-	0	1	2
K Work around the house	48-	0	1	2
L Religion	49-	0	1	2
M Imitating personal habits	50-	0	1	2
N (Other specify)	51-	0	1	2

46. Taking all things together, how would you describe your marriage: would you say that your marriage was very happy, a little happier than average, just about average, or not too happy?

Very happy 52-1
 Little happier than average 2
 Just about average 3
 Not too happy 4

ASK EVERYONE WHO HAS EVER BEEN MARRIED:

47. A. When were you married (the last time)?

_____ year 53-
 _____ 54-

B. Is (was) this your first marriage or have you been married before?

Married only once 55-1
 Married more than once 2

IF NO CHILDREN LIVING AT HOME:

FOR "MARRIED," SKIP TO Q. 60.

FOR "DIVORCED" AND "WIDOWED," SKIP TO Q. 53.

FOR "SEPARATED," SKIP TO Q. 54.

IF "CHILDREN LIVING AT HOME," CONTINUE WITH Q. 48

48. Would you say that you spend quite a lot of time, a moderate amount of time, or relatively little time doing things with your child(ren)?

Quite a lot 56-5
 Moderate amount 6
 Relatively little 7

49. Did your child(ren) do anything during the past week that particularly pleased you or made you happy?

Yes 57-1*
 No 2

*IF "YES," ASK A:

A. What was it?

58-

50. Did your child(ren) do anything during the past week that particularly bothered or upset you?

Yes 59-1*
No 2

*IF "YES," ASK A:

A. What was it?

60-

51. (During the past week) did you have any occasion to punish or discipline your children?

Yes 61-1*
No 2

*IF "YES," ASK A AND B:

A. What had he (she, they) done?

62-

B. In what way did you punish or discipline him (her, them)?

63-

52. Many men feel that they're not as good fathers as they would like to be. Have you ever felt this way?

Yes 64-1*
No 2

*IF "YES," ASK A AND B:

A. What kinds of things have made you feel this way?

65-

B. Have you felt this way a lot of times, or only once in a while?

Lots of times 66-1
One in a while 2

SKIP TO Q. 60.

BEGIN DECK IV

ASK "NEVER MARRIED," "DIVORCED," AND "WIDOWED":

53. Are you engaged?

Yes 5-1^{*}
No 2[†]

*IF "YES," ASK A:

†IF "NO," ASK B:

A. When do you plan to get married? _____ 6-

B. Do you think you will be married in the next few years?

Yes 7-1
No 2

ASK "NEVER MARRIED," "DIVORCED," "SEPARATED," AND "WIDOWED":

54. (During the past week) did you go out on dates with anyone?

Yes 8-1^{*}
No 2

*IF "YES," ASK A:

A. How often? _____ 9-

FOR "ENGAGED," SKIP TO Q. 56.

55. ASK "NOT ENGAGED": Is there any woman whom you date or see regularly?

Yes 10-1
No 2

56. What are some of the problems of living in this community as a single person?

11-

Anything else?

12-

57. Here are some things men and women often have differences of opinion about. Would you tell me which ones have been problems between you and your girlfriend (fiancée) and whether they caused any differences of opinion or problems during the past week? (HAND RESPONDENT CARD #6.)

Topic		Rarely Is a Problem	Is a Problem Sometimes but Not Last Week	Was a Problem Last Week
A. Friends	13-	0	1	2
B. Food	14-	0	1	2
C. Money	15-	0	1	2
D. Places you like to go	16-	0	1	2
E. Not showing love	17-	0	1	2
F. Work	18-	0	1	2
G. Parents	19-	0	1	2
H. Other women (men)	20-	0	1	2
I. Other (specify)	21-	0	1	2

58. Did anyone in your family (anyone you live with) do anything during the week which particularly pleased you or made you happy?

Yes 22-1*
No 2

*IF "YES," ASK A:

A. What was it?

23-

59. Did anyone in your family (anyone you live with) do anything during the week which particularly bothered or upset you?

Yes 24-1*
No 2

*IF "YES," ASK A:

A. What was it?

25-

ASK EVERYONE:

60. How often do you lose your temper - would you say that you lose it frequently, fairly often, not very often, or never?

Frequently 26-1*
 Fairly often 2*
 Not very often 3*
 Never 4*

*If "LOSES TEMPER," ASK A:

*If "NEVER," ASK B:

A. How do you feel after you have lost your temper?

27-

B. What do you do when something annoys you or makes you mad?

28-

61. Would you say that during the past week your family (others living with you) did more things or fewer things than usual that make you mad?

More things 29-1
 Fewer things 2
 Same 3

62. Did you feel that (during the past week) any members of your family (others living with you) were asking more of you than you were able to give?

Yes 30-5*
 No 6

*If "YES," ASK A:

A. In what way?

31-

63. Did you feel that (during the past week) any member of your family (others living with you) let you down? (Did not do what you felt you had a right to expect them to do?)

Yes 32-1*
 No 2

*If "YES," ASK A:

A. In what way?

33-

64. Has any member of your family (anyone who lives with you) acted (during the past week) in any way that led you to feel that he (she) was having a hard time or feeling very unhappy?

Yes 34-1-

No 2

*If "YES," ASK A-C:

A. Who was it? _____ 35-

B. What was he (she) upset about?

36-

37-

C. How long has he (she) been acting this way? _____ 38-

And now I would like to ask you a few questions about your work.

NOTE: FOR ALL "EMPLOYED," Q's. 65-92.

FOR ALL "UNEMPLOYED" OR "LAID OFF" SKIP TO Q. 87.

FOR ALL OTHERS, SKIP TO Q. 106.

65. ASK ONLY IF SOMEONE OTHER THAN RESPONDENT COMPLETED HEF.

What is your present occupation? (What kind of work do you do?)

39-

66. How long have you (had your present job) (been in your present business)?

40-

67. Do you work for wages, salary, or are you self-employed?

Wages or salary 41-1

Self-employed 2

B. How many people are employed there?

_____ people 42-

43-

C. How many people do you work with? (Persons who are part of the group you work with or close to regularly.)

_____ people 44-

45-

68. A. How many hours a week does this job regularly call for (job worked last week)? (How many hours a week do you usually work—usually spend at your business?)

_____ hours 46 -

- B. How many hours did you work last week?

_____ hours 47 -

- C. About how long does it take you to get to work?

Less than 5 minutes	48 - 1
5 - 9.9 minutes	2
10 - 14.9 minutes	3
15 - 19.9 minutes	4
20 - 29.9 minutes	5
30 - 44.9 minutes	6
45 - 59.9 minutes	7
1 hour - 1-1/2 hours	8
More than 1-1/2 hours	9
Does not apply—works out of home, at home	0

SKIP FOR "SELF-EMPLOYED":

- D. What shift did you work last week?

_____ shift 49 -

SKIP TO Q. 72 FOR "SELF-EMPLOYED."

69. Is this your regular line of work?

Yes	50 - 1
No	2*

*If "NO," ASK A AND B:

- A. What is your regular line of work?

51 -

- B. Why are you not currently working at this occupation?

52 -

53 -

70. Is this job considered permanent or temporary?

Permanent	54 - 1
Temporary	2*

*If "TEMPORARY," ASK A:

A. How long do you expect it to last?

55 -

71. How many weeks during the last year were you without work because of unemployment or lay-off?

_____ weeks 56 -
57 -

ASK EVERYONE Q's. 72-83.

72. During the last week did you lose any time from work because of:

Reason	No	Yes	Amount of Time	Specific Reason
A. Sickness?	58 -	0	1	59 - 60 -
B. Sickness in family?	61 -	0	1	62 - 63 -
C. Private business?	64 -	0	1	65 - 66 -
D. Other family obligation?	67 -	0	1	68 - 69 -
E. Other reasons? (specify)	70 -	0	1	71 - 72 -

BEGIN DECK V

73. Even though it did not cause you to lose time from your job (work, business) during the last week, were you bothered while you were working by:

Symptom	No	Yes
A. Headaches?	5 -	0 1
B. Muscular or back pains?	6 -	5 6
C. Digestive or bowel trouble?	7 -	0 1
D. General feeling of tiredness?	8 -	5 6
E. Other physical condition? (specify)	9 -	0 1

74. Did you have any accidents on your job (while you were working) last week? (We are interested in even small, unimportant accidents.) Could you describe that?

10 -

75. What (during the last week) did you enjoy most about your job (work)?

11 -

12 -

76. During this same period, what did you like least about your job (work)?

13 -

14 -

77. During that last week, would you say you were able to do your work better than usual or not as well as usual?

Better 15 - 1
Not as well 2
Same 3

78. How satisfied are you with:

Working Conditions		Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
A	Your present wage level?	16 - 0	1	2	3
B	The kind of work you do?	17 - 6	1	2	0
C. (Do NOT ASK SELF-EMPLOYED)					
	Your boss or employer?	18 - 0	1	2	3
D Taking all things together, how do you feel about your job (work) (business) as a whole?					
	Would you say you are:	19 - 6	7	2	4

79. Do you think that you will be (working for the same company a year from now) (in your same business a year from now)?

Yes 20 - 1
No 2 -

*IF "NO," ASK A:

A. Do you think you will be doing the same kind of work (will be in the same kind of business) a year from now?

Yes 21 - 5
No 6

80. What kinds of things do you think might occur that might cause you to (lose your present job) (give up or change your business)?

22 -

23 -

81. Considering the group of people you work with, would you say that you are very much a part of this group, not a part of the group—but they are not unfriendly—or that you don't get along with most of them?

Very much a part of the group	24-1
Not a part—but not unfriendly	2
Don't get along with most of them	3
Works alone	4

82. During the last week did you spend any time off the job (away from work) with any people from work?

Yes	25-6
No	7

83. During the last week did you have any disagreements or problems with anyone at work (either fellow workers, subordinates, or supervisors)?

Yes	26-1*
No	2

*IF "YES," ASK A:

A. What happened?

27 -

SKIP TO Q. 88 FOR SELF-EMPLOYED.

84. During the last week did you get any particular praise or recognition for having done a really good job?

Yes	28-1*
No	2

*IF "YES," ASK A:

A. What happened?

29 -

85. (During the last week) did anyone criticize or complain about your work?

Yes 30-1*
No 2

*IF "YES," ASK A:

A. What happened?

31-

86. (During the last week) has the company you work for done anything that you would consider unfair or unjust?

Yes 32-1*
No 2

*IF "YES," ASK A:

A. What?

33-

ASK EVERYONE EXCEPT SELF-EMPLOYED:

87. Do you belong to a union?

Yes 34-1*
No 2

*IF "YES," ASK A AND B:

A. Have you participated in any union activities during the past three months?

Yes 35-5
No 6

B. What are your feelings about the union—would you say it is doing a good job, a fair job, a poor job, or would you rather there be no union?

Good 36-1
Fair 2
Poor 3
No union 4

ASK EVERYONE:

88. Do you feel that your present job (work, business) (regular line of work) really uses all your skills or talents?

Yes 37-6
No 7

89. Do you feel that your present job (work, business) (regular line of work) is (was) too demanding or takes too much out of you?

Yes 38-1
No 2

90. Have you gone as far as you can in your present line of work?

Yes 39-1
No 2*

*IF "NO," ASK A:

A. What are the chances for advancement in your work (business) — good, fair, or poor?

Good 40-7
Fair 8
Poor 9

91. During the last week have you found yourself wishing that you had started in a different line of work?

Yes 41-1
No 2

92. A. What was the first regular, full-time job you had? (What kind of work did you do?)

42-

B. How old were you at the time?

43-

44-

C. Between that one and your present (last) job, how many different jobs have you held?

45-

ASK "UNEMPLOYED" OR "LAID OFF" Q's. 93-105: ALL OTHERS SKIP TO Q. 106.

93. How long has it been since you were last employed?

46-

47-

94. What kind of job was that? (What were you doing?)

48 -

95. What kind of company or business did you work for?

49 -

96. Was this last job in your regular line of work?

Yes 50 - 1

No 2*

*IF "NO," ASK A:

A. What is your regular line of work?

51 -

97. How many weeks during the last year (including your present period of unemployment) have you been without work either because of unemployment or lay-off?

_____ weeks 52 -
53 -

98. Are you currently looking for a job?

Yes 54 - 1*

No 2†

*IF "YES," ASK A AND B:

†IF "NO," ASK C AND THEN SKIP TO Q. 102:

A. What kinds of work have you looked for?

55 -

56 -

B. How have you gone about looking for a job?

57 -

C. Why haven't you looked for a new job?

58 -

99. How many times during the last week have you gone out looking for a job?

_____ times 59 -

100. Have any health problems interfered with your attempts at getting a job?

Yes 60-1
No 2

101. Do you feel that any kind of discrimination or unfair practice has hindered you in getting a job?

Yes 61-5*
No 6

*IF "YES," ASK A:

A. Can you explain? Could you describe the situation?

62-

102. If you were offered a less skilled job at a pay rate lower than your old job, would you accept it?

Yes 63-1*
No 2

*IF "YES," ASK A:

A. What kind of job would you accept? (How much lower pay, how much lower in skills?)

64-

103. During the last week, what kinds of things did you do during the time that you normally would be working?

65-

66-

104. Are you presently collecting unemployment compensation?

Yes 67-1*
No 2

*IF "YES," ASK A AND B:

A. How much longer will you be covered by compensation?

68-

B. In the event that you are not re-employed when this occurs, what do you expect to live on?

69-

105. During the last month did any of your total family income come from any of the following sources?

Source	No	If "Yes," Ask: What Proportion Came from (Source)—Would You Say A:		
		Small Amount	Great Deal	Almost All
A. Unemployment compensation	70 -	1	2	3
B. Wages of others in family	71 -	6	-	8
C. Relief payments	72 -	1	2	3
D. Borrowed funds	73 -	6	-	8
E. Savings	74 -	1	2	3
F. Other (specify)	75 -	6	-	8

Now, I'd like to talk a bit about (NAME OF COMMUNITY).

BEGIN DECK VI

106. How long have you lived in (PRESENT COMMUNITY)?

Less than 1 year	5 - 1
1 - less than 3 years	2
3 - less than 5 years	3
5 - less than 10 years	4
10 - less than 15 years	5
15 - less than 20 years	6
20 - less than 30 years	7
30 years and over	8

107. What do you think is the "biggest" thing that happened to (NAME OF COMMUNITY) in the last year? (Either good or bad.)

6 -

7 -

108. What do you think is the biggest problem that (NAME OF COMMUNITY) has to face currently?

8 -

9 -

(IF ANY PROBLEM MENTIONED, ASK A - D:)

A. What or who do you think was the cause of this problem?

10 -

11 -

- B. As things stand, do you think this will get better or worse during the next few months?

Better 12-1

Worse 2

- C. What do you think ought to be done?

13-

14-

- D. (IF NOT CLEAR FROM C ABOVE:) Who do you think should have major responsibility for handling this problem?

15-

109. I would like to know how you feel about each of the following statements. For example, do you agree or disagree that:

Statement	Agree	Disagree	Don't Know	
A. Most of the important decisions in (NAME OF COMMUNITY) are made by a small group of people who are on "the inside"	16-	1	2	3
B. There have been so many changes in (NAME OF COMMUNITY) that it is hardly the same (town) (city)	17-	5	6	7
C. Most people in (NAME OF COMMUNITY) really care about what happens to the community	18-	1	2	3
D. (NAME OF COMMUNITY) is no place for a young man just starting out	19-	5	6	7
E. It is better to live in a small town than in a big city	20-	1	2	3

110. A. If you could freely choose what community you lived in, where would you want to live?

21-

22-

- B. What is it about (COMMUNITY GIVEN ABOVE) that makes you feel that way?

23-

24-

111. Have you recently given any thought to moving away from
(NAME OF COMMUNITY)?

Yes 25-1*
No 2

*IF "YES," ASK A AND B:

A. Do you want to move from (NAME OF COMMUNITY)?

Yes 26-5
No 6

B. Do you expect or plan to move?

Yes 27-1
No 2

Finally, I would like to ask you a few questions about your own
background.

112. Where were you born?

28-

29-

IF U.S., GET STATE:

30-

31-

(DO NOT ASK A AND B IF FOREIGN BORN.)

A. Where were your parents born?

32-

Mother _____ 33-

34-

Father _____ 35-

IF EITHER PARENT BORN IN U.S., ASK B:

B. What country (countries) did your mother's/father's people origi-
nally come from?

36-

Mother _____ 37-

38-

Father _____ 39-

113. Did you always live together with both of your real parents up to the time you were 16 years old?

Yes 40-1
No 2*

*IF "NO," ASK A AND B:

A. What happened?

_____ 41-

B. How old were you when it happened?

_____ years 42-

IF STEP-PARENT IS NOT MENTIONED, ASK C:

C. Did your mother (father) remarry?

Yes 43-1+
No 2

†IF "YES," ASK D AND E:

D. How old were you when your mother (father) remarried?

_____ years 44-

E. How well did you get along with your stepfather (stepmother)?

45-

114. What kind of work did your father (or stepfather) do for a living while you were growing up?

46-

115. Were you brought up mostly on a farm, in a town, in a small city, or a large city?

Farm 47-1
Town 2
Small city 3
Large city 4

116. About what do you think your total income from all sources will be this year for yourself and your immediate family? (HAND RESPONDENT INCOME CARD.)

48-
_____ 49-

END OF INTERVIEW

- I. Time interview ended: _____ A.M.
 _____ P.M.
- II. Total length of interview _____ hr. and _____ min.
 (50) (51-52)
- III. Was anyone else present during any part of the interview?
- | | |
|---------------|-------|
| Yes | 53-1* |
| No | 2 |
- *IF "YES":
 Who was it?
- | | |
|-----------------------|------|
| Wife | 54-5 |
| Child(ren) | 6 |
| Parent | - |
| Other (specify) _____ | 8 |
- IV. In general, what was the respondent's attitude toward the interview?
- | | |
|---|------|
| Friendly and eager | 55-1 |
| Co-operative but not particularly eager | 2 |
| Indifferent and bored | 3 |
| Hostile | 4 |
- V. Rate the respondent's use of grammar:
- | | |
|--|------|
| Speaks English correctly, makes few mistakes in grammar | 56-7 |
| Speaks English with rather frequent use of idioms that are not grammatical | 8 |
- VI. Rate respondent's behavior during the interview:
- | | |
|--------------------------------|------|
| Nervous | 57-1 |
| Fidgety | 2 |
| Sporadic nervousness | 3 |
| Mostly relaxed | 4 |

VII. Rate respondent's alertness and estimated intelligence:

Dull, uncomprehending . . .	58-6
Slow, needs explaining . . .	7
Average intelligence	8
Above average intelligence	9

VIII. Type of dwelling:

Single-family, detached . . .	59-0
Single-family, attached . . .	1
2 units	2
3 units	3
4-6 units	4
7-9 units	5
10 units or more	6
Other (specify) _____	7

LOCUS OF CONTROL - LEVENSON'S MEASURE

Choose from one of the following responses:

1. always true
2. mostly true
3. slightly more true than false
4. slightly more false than true
5. mostly false
6. always false

1. Whether or not I get to be a leader depends mostly on my ability.
2. To a great extent my life is controlled by accidental happenings.
3. I feel like what happens in my life is mostly determined by powerful people.
4. Whether or not I get into a car accident depends mostly on how good a driver I am.
5. When I make plans, I am almost certain to make them work.
6. Often there is no chance of protecting my personal interest from bad luck happenings.
7. When I get what I want, it's usually because I'm lucky.
8. Although I might have good ability, I will not be given leadership responsibility without appealing to those in positions of power.
9. How many friends I have depends on how nice a person I am.
10. I have often found that what is going to happen will happen.
11. My life is chiefly controlled by powerful others.
12. Whether or not I get into a car accident is mostly a matter of luck.
13. People like myself have very little chance of protecting our person-

al interests when they conflict with those of strong pressure groups.

14. It's not always wise for me to plan too far ahead because many things turn out to be a matter of good or bad fortune.
15. Getting what I want requires pleasing those people above me.
16. Whether or not I get to be a leader depends on whether I'm lucky enough to be in the right place at the right time.
17. If important people were to decide they didn't like me, I probably wouldn't make many friends.
18. I can pretty much determine what will happen in my life.
19. I am usually able to protect my personal interests.
20. Whether or not I get into a car accident depends mostly on the other driver.
21. When I get what I want, it's usually because I worked hard for it.
22. In order to have my plans work, I make sure that they fit in with the desires of people who have power over me.
23. My life is determined by my own actions.
24. It's chiefly a matter of fate whether or not I have a few friends or many friends.

SCORING

Items 1, 4, 5, 9, 18, 19, 21, and 23 represent Personal Power indices.

Items 2, 6, 7, 10, 12, 14, 16, and 24 represent Chance indices.

Items 3, 8, 11, 13, 15, 17, 20, and 22 represent Powerful-others indices.

Scores of 1 represent most internalized sense of personal power, while scores of 6 would mean no sense of personal power on those items.

However, low scores on chance and powerful other items mean power placed outside oneself.

SUBJECTIVE EVALUATION QUESTIONS

Directions: Please respond to these questions in a paragraph(s), as specifically as possible. One essay rather than several answers to the questions is acceptable. Thank you.

1. Have the summer school courses had any long term effect on you, personally and/or professionally?
2. Are you aware of any changes in the way you feel about yourself as a person and/or as a teacher within the last few months?
3. Do you feel more or less accepting of yourself and of others?
4. In general, do you feel that you are having an easier time or harder time professionally and/or personally than you were last spring, prior to the courses?
5. To what extent are the summer school courses responsible for these feelings? (Summer courses refer to A Survey of Humanistic Curriculum and Education of the Self.)
6. In the last two and one half months, have you been aware of having more or fewer positive feelings and experiences?
7. Are you aware of having more or fewer negative feelings and experiences?
8. Do you feel the summer school courses have affected the amount positive and/or negative affect in your life? (Affect meaning feelings.)
9. Do you feel more in control and capable of managing your personal life and/or do you feel more competent as a classroom teacher, than you did before taking the courses? How did the courses affect these changes?

10. To what extent do you consider the summer school courses responsible for these changes (if any)?
11. What events or experiences orther than the courses in the past three months might explain an increase or decrease in your sense of psychological well-being?

APPENDIX C
RESPONSES TO SUBJECTIVE EVALUATION

SUBJECTIVE EVALUATION RESPONSE

CASE # 02

Effects of the summer school courses:

an effect on my outlook of others, of myself both personally and professionally; feel better because I found out the why's of a lot of behaviors; feel more open-minded.

seem to have an easier time personally - professionally seems the same.

I analyzed a lot of my reactions which made me alter some of them when I discovered them.

I am experiencing many more positive attitudes and feelings; the same negative feelings.

The courses made me more hopeful and positive about myself.

I feel more competent both personally and professionally, because I understand myself better.

Because of learning to look at my doubts, problems and ill feelings, I can cope with them much easier. I'd still like to develop it more, or do it more constantly, but at least now I'm equipped and know that it can be done. Thank you.

(The following is from a letter to the instructor, submitted with the evaluation.)

I went home once after the class - right before school started this fall semester. It went really well. I had a few conflicts with my dad, but everything ran smoothly for a change. My father is changing somewhat-mellowing with old age. And I felt a lot more open-minded and understanding myself from your course. So I think everything is out in the open more for me, and therefore more conquerable on my part. I tried to explain it on the survey, but it's hard for me to put down. A feeling is just unexplainable, y' know.

SUBJECTIVE EVALUATION RESPONSE

CASE # 04

Yes, I am aware of changes and I feel more accepting of myself. I can't really answer the question of whether I am having an easier or harder time because I don't have anything to compare it to (student teaching for the first time), but I know I am working more than ever before as far as school work is concerned. I am having fewer negative feelings but I am still critical about myself, of myself. Summer school has affected those feelings and has allowed me to be more aware of them. In some aspects I feel I have less control of my personal life. This problem is mainly due to the happenings of last week. Where I live the zoning laws restrict the number of boarders in the house to two. The previous two years there have been four boarders in the house with no complaints but all the boarders have been white. Presently, one of the boarders is a graduate student from Kenya. The neighbors have signed a petition causing one of us to move out. Since the owner can't and isn't and since we feel that Nzuve (zoo-vay) shouldn't leave, it is between myself and the one other. We both want to stay because it is a really comfortable, upper-middle class home. This compounded by a cold that has drained me physically has left me in a depressed state. I realize the people have their legal rights, it's their attitude I dislike. Well, anyway I suppose prejudice is one of those things we have to live with, I know I have mine. I feel the course has helped me deal with myself. I only wish that we could have some method of re-freshing the techniques used during the course. In other words, a follow-up of some sort. Well, I hope your work turns out okay.

SUBJECTIVE EVALUATION RESPONSE

CASE # 05

I feel more dedicated as a teacher and more accepting as a person.

Generally things are easier. No one can tell to what extent the courses are responsible. I am experiencing generally more positive feelings, about the same negative ones. I cannot judge if the courses have affected this in any way.

I have grown emotionally since this past summer. However, who is to say that I wouldn't grow anyway this way to such an extent without the courses mentioned. The courses were a positive experience for me. Just guessing, I'd say they weren't the main reasons for my present well-being. I have met many people and participated in many activities since that time and can honestly say I have not given any thought about any of the concepts or ideas we talked about in the course since that time. Basically, you're asking how two courses during the summer has changed my life since then (feelings of well-being). How could anyone ever attempt to measure such a variable? Too many other conditions must be taken into account - far more than were asked in this questionnaire. And even then, it would probably give a general idea - open to anyone's interpretation.

SUBJECTIVE EVALUATION RESPONSE

CASE # 06

The summer school courses have had a long term effect on me, personally. It has made me feel more accepting of myself by showing me I'm a worthwhile person. Also, it has let me be accepting of others. For instance, prior to the classes, some people bothered me because of the way they were. I can't explain how, but since I accept myself better, I can accept them.

In the past two and one half months, I have been aware of both feelings, negative and positive, and in an increase of these feelings. Experience-wise, I've noticed more positive than negative ones. I feel summer school has let me see and face the negative and positive feelings in my life, but not increase them in number. I feel the same amount has always been there, but I just wiped them from my mind if they're painful.

As a result of these classes, I do not feel more in control of my personal life, just able to view myself in a more positive light.

In the past few months, positive feelings of well-being have helped me, and these have originated from my getting in touch with God. A decrease in well-being comes when I think about someone I love who has married another person. The class has not helped me to manage or decrease my feelings of things that have happened. It has let me see that I'm o.k. in spite of unhappy or angering experiences.

SUBJECTIVE EVALUATION RESPONSE

CASE # 08

I took both courses this summer. My outlook recently, the past few months, of myself has been so dynamic. I feel that I understand myself and others much more than ever before. I also find myself appreciating things that before I was never aware of. I feel I am having a much easier time - find I am being myself professionally much more with the students. I found through the courses that I am accepted for Judi and that all people, no matter who, have fears just as well. I look towards people much more positively - realizing that they have feelings also. I have always known that but never bothered to pursue it. As far as negative feelings are concerned they are fewer and further apart. Definitely, by all means, did the summer school courses affect my new outlook - approach. My attitude affecting my personal life is much freer, I am more willing to express myself, finding that I do not care if others agree, so long as they "accept." I cannot exactly pinpoint my change in self on "Ed of Self," but I do believe that it was the major factor. The course opened new windows for me - has helped to make me feel much more content with myself. Everyday I find something new out about myself and I believe it all goes back to the summer courses! I find it hard to believe it put such a big impact on my life!

SUBJECTIVE EVALUATION RESPONSE

CASE # 07

Yes, I am aware of changes in myself since the summer courses. Although I am at a stand still professionally (not working) many of the problems I have experienced in teaching were defined better and clarified for me. The insights I gained about myself and the patterns of behavior that control me have helped me to accept myself more and I am better able to deal with other people's put downs. I feel I am better able to defend myself from toxic influences on me. Mostly I feel the love, warmth and acceptance that prevailed in both classes are the biggest explanation for my more positive attitudes. The proof for me that the classes were beneficial is the fact that I frequently recall the experiences with pleasant memories. One of the most meaningful elements of the class experience was that it brings home. I came away feeling hopeful and still do. The class experience fit in and sort of crystalized the general introspective direction my life has been heading lately.

SUBJECTIVE EVALUATION RESPONSE

CASE # 08

(The following is from a letter that accompanied the Subjective Evaluation Response of this student.)

Dear Di -

I was so glad to hear from you, tears came to my eyes. I don't believe how much of an impact "Education of the Self" has had on me. In all seriousness though, I do not believe it could have been the same without your teaching abilities (tactics)! I hope that you are happy and all is well with Vince and your children! I have stopped in to see Tom V. a few times. (A student in Humanistic Curriculum Survey) He mentioned about how differently he is teaching his classes - very humanistically, and that his students are shocked. He seems very happy and pleased with himself!

I have mentioned to "MANY" people the courses from this past summer. They really regret they are not being offered here now. In all seriousness, they wanted me to give mini-classes as similar as possible. No way could I take the chance of them not benefiting the way I did. In my student teaching secondary experience, I am going to teach health. I ordered the Ed of Self book from Mandala and have received it. Is a book I'll always treasure. My co-operating teacher wants me to try and incorporate parts of it in my classes. Maybe some fantasies and such.

Jan A. (woman from the Education of the Self class) came to where I worked this summer after the courses. Got to talk with her a little. Apparently she is working with her directional statements and her friends can really tell.

U
Love,...

SUBJECTIVE EVALUATION RESPONSE

CASE # 09

I feel the course affected me because it made me feel I had to get more involved in things - apply myself more - Because of this, I am trying harder towards my scholastic achievement this semester. I find I am evaluating my friendships and their worth much more - their dependability and the genuineness - I am looking at people more for their good points - Even though I did not participate that much in your class, I really feel that it affected me and I learned a great deal about other persons and their feelings -

(Humanistic Curriculum Class only)

CASE # 10

1. No
2. Same
3. Same
- 4.
5. Not responsible
6. No
7. No
8. No
9. None
- 10.

SUBJECTIVE EVALUATION RESPONSE

CASE # 11

Even though I didn't have a pattern, or to the fact that I was satisfied with the way I was, I find myself being more aware of other people's problems. Their problems are making me slow down and spend some time with them trying to solve their problems.

I've done this sort of thing before, but now I'm more concerned about them. I really feel now that those classes during summer makes a person concerned (even more) about your fellow man. I thought before that I was a strong person but now, I feel that I'm even stronger by taking these classes! Now I feel I can spread on to others the beautiful things you taught me!!

CASE # 12

I am aware of changes in the way I feel about myself. I do not feel more or less accepting about myself and others. In general I seem to be having an easier time personally. I would say the courses are forty percent responsible for my easier time. I have been experiencing about the same amount of positive and negative affect in my life. I believe the summer school courses have influenced the amount of positive feelings I am experiencing. The courses changed my life by affecting my thinking patterns.

I feel leaving Frostburg, my positive step and taking your courses was another positive step toward a sense of well-being.

I think that both courses had an affect on me. I learned a negative aspect of me, and I really tried to change it. This did happen to a large degree. But there is one thing true about people, people

SUBJECTIVE EVALUATION RESPONSE

CASE # 12 cont'd.

only want to see what they want to see. So for every different person or group of people, depending on their age group and background, you have to give them what they want to hear. Because their upbringing and life style is different from my own. One thing that I did learn, if you tell people things that they really don't want to hear, they will listen.

CASE # 13

I do think the summer school classes were a turning point in my life. I would not consider myself an unhappy person before taking the courses, rather an unsatisfied person for I took very few risks. Since the courses I feel more confident, and know I am more assertive. I am happy and satisfied with the things I am doing.

The entire summer was very special for I experienced new people, new places, and new things. I am sure the experiences were heightened by my participation in the courses, especially "Education of the Self." I was more often able to lay aside old fears, and to find comfort, and value in unfamiliar situations. I am still doing this.

Now that the school year has started I spend much of my time in the classroom, or preparing activities for classroom use. I am happier this year than I have been in the past. One of the most obvious improvements is that I have more energy to use in the classroom, and in preparations.

Another improvement is that I have accepted the position of leader in the classroom. Until now I have hesitated to give direct

SUBJECTIVE EVALUATION RESPONSES

CASE # 13 cont'd.

instructions to my aide. Things were not always done as I felt they should have been. Also, some situations were handled differently than I wanted them to be. Now as a professional I realize I do have the right to give directions, and establish procedures.

It is also easier for me to offer and receive suggestions. And, I have actually said, "No, I don't want to see the movie today." I do not feel that I am withdrawing from the other team members, but rather I am working independently from them when it is necessary. I feel confident enough to do this.

Right now I feel very good about myself. This feeling is supported by the summer school classes, Transcendental Meditation, friends and family, and ultimately God. I can not give too much credit to the courses; I expected a great deal, and received even more than I expected.

CASE # 14

The summer school courses had a long term effect on me, in that personally I feel better understanding of the self and others. As a person, I have experienced changes. I feel more accepting of myself and others. I seem to have an easier time personally, the same degree of ease or difficulty professionally as before. I attribute my changes considerably to the courses. I am experiencing more positive social experiences and therefore more positive feelings. I feel I have a more positive self-image, and have better ways of understanding people. I am more in control of my personal life. The courses have helped me to

SUBJECTIVE EVALUATION RESPONSE

CASE # 14 cont'd.

clarify patterns, offered ways of more self knowledge, and ways of healthy social interaction. For these reasons, I feel the courses have had a considerable effect on my life. Other experiences which have also had an impact are: some more research/reading and writing in the same topics on my own.

CASE # 16

Dianne,

A paragraph(s) seem so impersonal and our relationship was not that, so I'll feel freer if I write this as a letter. The summer has proved to be a powerhouse for me. I feel an exciting surge of power that is frightening, but satisfying. I feel this summer's experiences in summer school and in other situations came at just the right time for me. I felt I was moving in the direction of self-acceptance and love and I think the summer sort of put it all together.

Not that I'm a real dynamo now! This fall has brought new worries for me and I still worry. But somehow it doesn't seem to affect me the way it did before. Am I making sense? I may worry about our financial situation but it doesn't put a drain on my energies as it did before.

Professionally, I am strong and am constantly amazed at my ideas. School is going well with some very challenging students (behaviorally)!

I've been using some ideas from Humanistic Curriculum course - Note! During the summer I really was uncomfortable on the floor. This year I have begged a carpet for the back corner of the classroom and spend much time there with groups or the entire class.

SUBJECTIVE EVALUATION RESPONSE

CASE # 16 cont'd.

Listening is still a problem for me - but one I'm actively working on. You know, I tried to explain to one (and only one) person about my experiences this summer. What a flop! I guess unless you've been through it you can't understand. I think writing this has really been good.

I think I've answered all of the questions except possibly the last two. I think the summer school courses gave me a clear perspective on where I'm going. They didn't change me drastically and suddenly, but subtly - and they're continuing to affect me. For example, I've been reading more in the area of self-exploration (I'm O K, You're O K, Psycho-cybernetics).

Other events that affected me were my seminar on career education and the recognition of my work.

Well, Dianne, I'm not going to copy this over. I hope it helps you.

Love and concern,....

CASE # 18

I have really been able to see a change personally and somewhat professionally since finishing the summer school course. Some of the changes have been accepting myself more, doing what I really want, giving my life a lift in some respects. I have not worried about outcomes and have found myself with more positive feelings about my decisions. I do feel more in control because before I never really considered all that I can now after taking our course.

After returning, my friends even noticed a change - which I

SUBJECTIVE EVALUATION RESPONSE

CASE # 18 cont'd.

could not see at first - they said I acted more concerned, calm, and thinking things out more -

I feel this course has been able to teach me about myself and can be a basis of improvement for myself.

CASE # 20

I feel that my experiences from the one class (Education of the Self) helped reveal to me or assured me that others from many backgrounds have similar difficulties with being our true selves in associations. This helped to fortify me in thinking that I am very much like others and this helps me to feel somewhat better about myself.

The experiences helped me to see into many past events that have caused this difficulty of being myself and being satisfied with myself. It carries over somewhat in whatever I am involved in yet.

CASE # 22

Note: Unfortunately, I was unable to take the course "A Survey of Humanistic Curriculum," so my responses will be related to the "Education of the Self" course.

Let me say that the course this summer has made a definite positive impact on my present state of being in that it has helped me to become more aware of my own feelings and reactions when placed in different situations.

I do feel very accepting of myself and others. I have more of a tendency to evaluate my thoughts and actions, several factors have

SUBJECTIVE EVALUATION RESPONSE

CASE # 22 cont'd.

contributed to this. Prior to the course, I had travelled independently for three months and through that experience I can sense definite positive changes that have occurred within me. I find however, that the course Education of the Self has clearly augmented my growth experiences. I see things in a different perspective now as compared to six months ago. I'm much more tolerant of others. Accepting and understanding myself and others has enhanced my personal relationships.

The course allowed me to define my strengths and weaknesses as a whole person while achieving a balance between the two.

I'm feeling more at ease with myself and with others because I'm beginning to name who I am and I feel good about it.

Another very important factor that has increased my sense of well-being is that I'm sharing a very loving relationship with someone that has supported and stood by me whenever I needed it. The remarkable thing is that our relationship began its "upsweep" during the period that I was enrolled in the Ed Self course.

I consider this summer school course very much responsible for some of the positive changes I'm experiencing and have experienced over the past few months.

